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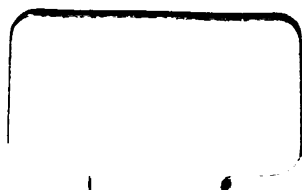
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TABLE OF CONTENTS

Alma College: Its Purposes and Programs	5-8
College and Church Relationship	10-11
The Campus	12-13
Admission	15
Requirements for the Degree	15-17
Special Curricula and Programs	18-20
Academic Policies	20-22
College Charges	23-24
Scholarships and Financial Assistance	25-27
Student Services	27-30
Activities, Organizations, and Awards	31-36
Courses of Instruction	37-72
Board of Trustees	73-74
Administration and Faculty	75-77
Standing Committees of the Faculty	78
Additional Staff	79
Record of the Year	80-81
Alumni Association	82
Scholarship and Loan Funds	83-85

CALENDAR 1965-1966

1965

SEPTEMBER

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FALL TERM

September 16-17 Thursday-Friday: Faculty Conference

September 19-21 Sunday-Tuesday: New Student Orientation

September 22 Wednesday: Registration Day

September 23 Thursday: Classes begin 8:00 a.m.

Opening Convocation, 10:00 a.m.

October 16 Saturday: Homecoming

November 24 Wednesday: Thanksgiving Recess begins
at 12:00 noon

November 29 Monday: Thanksgiving Recess ends at 8:00 a.m.

December 8 Wednesday: Study Day

December 9-11 Thursday-Saturday: Fall Term Examinations

December 11 Saturday: Fall Term ends

WINTER TERM

January 3 Monday: Registration Day

January 4 Tuesday: Winter Term Classes begin

March 16 Wednesday: Study Day

March 17-19 Thursday-Saturday: Winter Term Examinations

March 19 Saturday: Winter Term ends

SPRING TERM

March 28 Monday: Registration Day

March 29 Tuesday: Spring Term Classes begin

June 5 Sunday: Baccalaureate

June 8-10 Wednesday-Friday: Spring Term Examinations

June 11 Saturday: Commencement, 11:00 a.m.

Opening Day 1966-67: September 18, 1966

ALMA COLLEGE: Its Purposes and Programs

Alma College is a coeducational, residential liberal arts college. Founded by the Presbyterian Church of Michigan in 1886, it has grown from an original student body of approximately 100 to an academic community of slightly over 1,000 students and teachers. During this same period the College has developed an attractive and well-equipped physical plant, appropriately dominated by the chapel and a beautiful new library, symbolic of the College's commitment to engage young men and women in the rigorous adventure of higher learning, informed by Christian faith.

"Informed by Christian faith" means that the Christian commitment of the College should have an impact on its central role: leading students to seek a sense of wholeness and openness, an acceptance of life as a trust, and a dedication to the demand for critical affirmation and integrity.

Such an ideal joins with the tradition of liberal education to form Alma's purpose: to liberate students from ignorance, prejudice, and parochialism, while preserving and contributing to the knowledge, skills, and values appropriate to free men and women. Such a lofty goal is obviously a task for a lifetime of inquiry, but the four years of collegiate study in the humanities and in the social, behavioral, and natural sciences constitute an effective commencement.

This objective is pursued within a curriculum which includes four major portions. First, a common core of experience is shared by all students. This includes an interdisciplinary course taken during the freshman and sophomore years and entitled *The Heritage of Western Man*; a course entitled *Fundamental Chemistry*, which serves as a basic introduction to the physical sciences and provides an essential base for more advanced work in any of the natural sciences; a year of physical education; and a senior course entitled *Man and the Modern World — the Examined Life*, which attempts to provide a synthesizing experience assisting in the development of a mature, examined faith and commitment. This course work is complemented by a reading program, pursued by all students and faculty, the intent of which is to provide a common intellectual experience for the entire campus.

The second of the four portions of the program consists of what is commonly referred to as distributive requirements. Listed in detail under the academic informa-

tion portion of this bulletin, these requirements are designed to insure both breadth and balance in each student's program. Accordingly, study is required in each of the three broad areas of man's knowledge: the humanities, the social sciences, and the natural sciences. Considerable freedom of election is possible within this portion of the curriculum.

An area of specialization, referred to as an academic major, is a third part of the program. Consisting of a planned sequence of at least nine courses, the major permits each student to do intensive work in some one area of special interest. Twenty-two majors are offered at Alma College.

The fourth portion of the curriculum consists of skills or proficiencies which all students must demonstrate prior to graduation. These include the ability to use the English language with accuracy and with some sensitivity and grace. Proficiency in one foreign language is also required of all students. Here the goal is more modest, but each student is required to achieve a reading knowledge and some conversational ability in the selected language. A third proficiency requirement exists in mathematics, in which a knowledge of fundamentals and some numerical dexterity is required. Finally, each student is expected to develop an ability to work independently. This includes a knowledge of appropriate research techniques, the development of the critical discrimination necessary to scholarship, and the capacity for self-directed study.

While the designation of certain minimum requirements seems necessary, students are cautioned to remember that learning, not the mere accumulation of units toward graduation, is the objective. Usually, formal course work represents the most effective and reasonable way to meet requirements, but it is by no means the sole route. Most courses can be pursued independently, with achievement demonstrated by proficiency examinations. This offers a means for able and ambitious students to accelerate their progress and to enrich their education by moving more rapidly into advanced courses. All students are urged to consider this approach for at least some portion of their college study.

The traditional means of instruction — lectures, recitations, class discussions, text books, visual aids — continue to play an important part in the educational program of Alma College. But the College recognizes that the educational process should not be (indeed, cannot be) separated from the student's total campus experience. This



experience includes close supervision by a concerned and competent faculty, as well as self-directed reading and research; it requires disciplined intellectual effort and a spirit of free inquiry and exploration; it must include solitude for reflection, as well as continuing opportunity for conversation and argument with faculty and fellow students; it should strive not for intellectual development alone, but also for progress toward emotional and spiritual maturity.

The curriculum of the College is pursued within a framework known as the three-three program. This numerical designation derives from the distinctive feature of the plan: the school year from September to June is divided into three terms, during each of which a student typically takes three courses. This arrangement offers several important advantages. By limiting the number of separate registrations during a term, it permits professors to work with smaller numbers of students at any given time than would have been the case under the more conventional semester or quarter systems. A closer and more intimate working relationship between professors and students results. This personal relationship provides one of the most distinctive values that a residential college offers its students.

Another important advantage of the Alma program is that students have fewer course preparations during each term. With only three courses to study, instead of the more customary four or five, students are able to achieve a more effective concentration of effort. The term arrangement also permits students to move more rapidly into advanced work in those areas which are of special interest to them. This feature derives from the fact that three sequential courses can be completed within a year, rather than the two permitted under the semester system. In areas like mathematics and the sciences, where knowledge must be accumulated in a relatively fixed pattern of building upon prerequisites, this characteristic of the three-three program is particularly valuable.

The ability to move more rapidly into advanced work not only provides obvious accelerative advantages, but also offers an important indirect benefit: students are better motivated to study when they are engaged in advanced work in those subjects which they recognize as relevant to their own needs. And motivation is particularly important to success in an environment in which selective admission suggests that all students have the intellectual ability to succeed.

A liberal arts education is properly extolled for the high ideals which it attempts to perpetuate, for the liberalizing and humanizing influence which it can have, for the enrichment of life which it provides. Fortunately, a liberal arts education is also intensely practical. Many vocations and professions require and are based upon broad study in the arts and sciences. Careers in teaching, the ministry, medicine, dentistry, law, government, foreign service, and scholarship are obvious examples. Virtually all positions of leadership in our complex commercial and technological society are well served by a foundation in the liberal arts. This fact has become all the more apparent in recent years when the rapid obsolescence rate of knowledge in so many areas has placed a premium on the enduring theoretical foundations of knowledge and upon a capacity for continued independent growth and study. For a number of reasons, then, — some idealistic, some practical (if, indeed, man's ideals are not ultimately his most practical possessions) — Alma College is committed to liberal education as uniquely relevant for men and women who seek to understand and contribute to modern society.



COLLEGE AND CHURCH RELATIONSHIP

In June, 1957, the Presbyterian Synod of Michigan reaffirmed its actions of 1886 by drawing up a statement of principles which speak more specifically than did the original documents to the relationship between the College and the Church. This statement, focusing on the important issues of freedom and responsibility, deserves the attention of all who are associated with Alma College:



Dunning Memorial Chapel

"In keeping with the historic devotion of the Church to the unfettered search for truth and hence its necessary involvement in higher education, it is the concern of the Presbyterian Church that Alma College be a community 'open to reason, full of mercy and good fruits, without uncertainty or insincerity' (James 3), loyal to the truth as revealed in Jesus Christ. Such openness may be known only in an atmosphere of freedom and the Church, therefore, recognizes its own responsibility for respecting the freedom of the Trustees, the Administration, the Faculty, the Alumni and the Students of Alma College as the educational program is specifically defined and administered. This is congenial to our Presbyterian tradition which accepts the principle that 'God alone is Lord of the conscience, and hath left it free from the doctrine and commandments of men, which are in anything contrary to His word, or beside it in matters of faith or worship.' There are, however, certain principles of the Christian faith by which the Presbyterian Church would ask that the college community be guided.

First, since the vocation of the college community is to seek truth and to cause its students to grow in the knowledge and possession of it in the whole self, the principles of intellectual competence on the part of those who teach is of primary concern. Such competence is more than a matter of information — it also is a quality of mind, reverent before the wholeness of truth and not limited to, even if primarily concerned with, its expression through a particular field of knowledge; ready to grow in further

understanding; capable of communicating its understandings to those who learn.

Second, since 'truth is in order to goodness' and not separated from the responsibilities of the person in the many relationships of life, the principle of personal integrity is another first concern. This integrity is both an inward dedication to truth and an outward respect for one's fellows. The concern for subject matter must be accompanied by an equal concern and respect for the student and for the total life of the college community.

Third, since the experience of the individual in college is an experience involving growth in personal values and social relationships that help define the responsibilities of membership in the religious, cultural and political areas of life (as well as intellectual discipline) the principle of community is a

still further first concern. The spirit of community is not to be understood artificially. It is created neither by a statement of intention nor by any compulsion to belief or behavior. It is the spirit which joins individuals together and which proceeds from the common purpose of these several principles — a purpose within which differences are respected and accepted, but always within this purpose and not in denial of it.

The Presbyterian Church, therefore, in the light of these principles expects that Alma College shall be a place which knows a quality of spirit and of leadership in which the pursuit of truth may become best favored, and declares to the College the support both of its educational venture and its material needs that Church and College together may proclaim the Glory of God and add to the dignity of man."

ACCREDITATION

Alma College has been accredited since 1916 by the North Central Association of Colleges and Secondary Schools. It is approved by the American Association of University Women, the Michigan Department of Public Instruction, and the Board of Christian Education of the United Presbyterian Church

in the U.S.A. It is a member of the Association of American Colleges, the American Association of Colleges of Teacher Education, and the College Entrance Examination Board. It has been approved for professional training by the American Chemical Society Committee on Professional Training.

THE CAMPUS COMMUNITY

In a setting where the actions of one person may have an effect on the lives of others, where much of the time "every man is a piece of the continent, a part of the main," it is not only desirable, but logical that grace and consideration for others should prevail. That this ideal is not often attained should not deter men and women from striving to attain it; and at a liberal arts college, where young men and women are in pursuit of excellence in many of its aspects, it seems natural that social ideals should take their place beside the others.

A dedication to ideals, however, cannot obscure certain practical considerations, among these a college's responsibility to maintain an environment genuinely conducive to learning. For this reason Alma College reserves the right to terminate (always by due process) the enrollment of any student whose conduct is inimical to its purposes and standards. At the same time, Alma remains committed to the belief that the campus community is best served when each of its members — sensitive to the rights and needs of those around him — accepts the responsibility for his own actions.

THE CAMPUS

Like growth-rings in a tree, the fifteen major buildings on Alma's pleasantly shaded 46-acre campus reveal something about the college's past and say something about its present. Several buildings date back to the turn of the century when the college had its beginnings, but over half of them (including three modern residence halls) have been constructed since 1952, reflecting a recent, significant resurgence.

Of these newer buildings, two may be singled out for special comment: Dow Science Building and Monteith Library. The former was erected in 1959 with funds given by the Dow Foundation. It houses a planetarium, a 300-seat auditorium, a 100-seat amphitheater, a greenhouse, faculty offices and research facilities, a science library, and classrooms

and laboratories. An additional wing for psychology laboratories is currently under design. Monteith Library was completed in 1964, paid for by contributions from many organizations and individuals. It is a striking three-level building, with study stations for 500 students, seminar rooms, audiovisual facilities, faculty research offices, and ample shelf space to house the rapidly-growing collection of books and periodicals. The Library has been designated as a depository for documents by the United States Government.

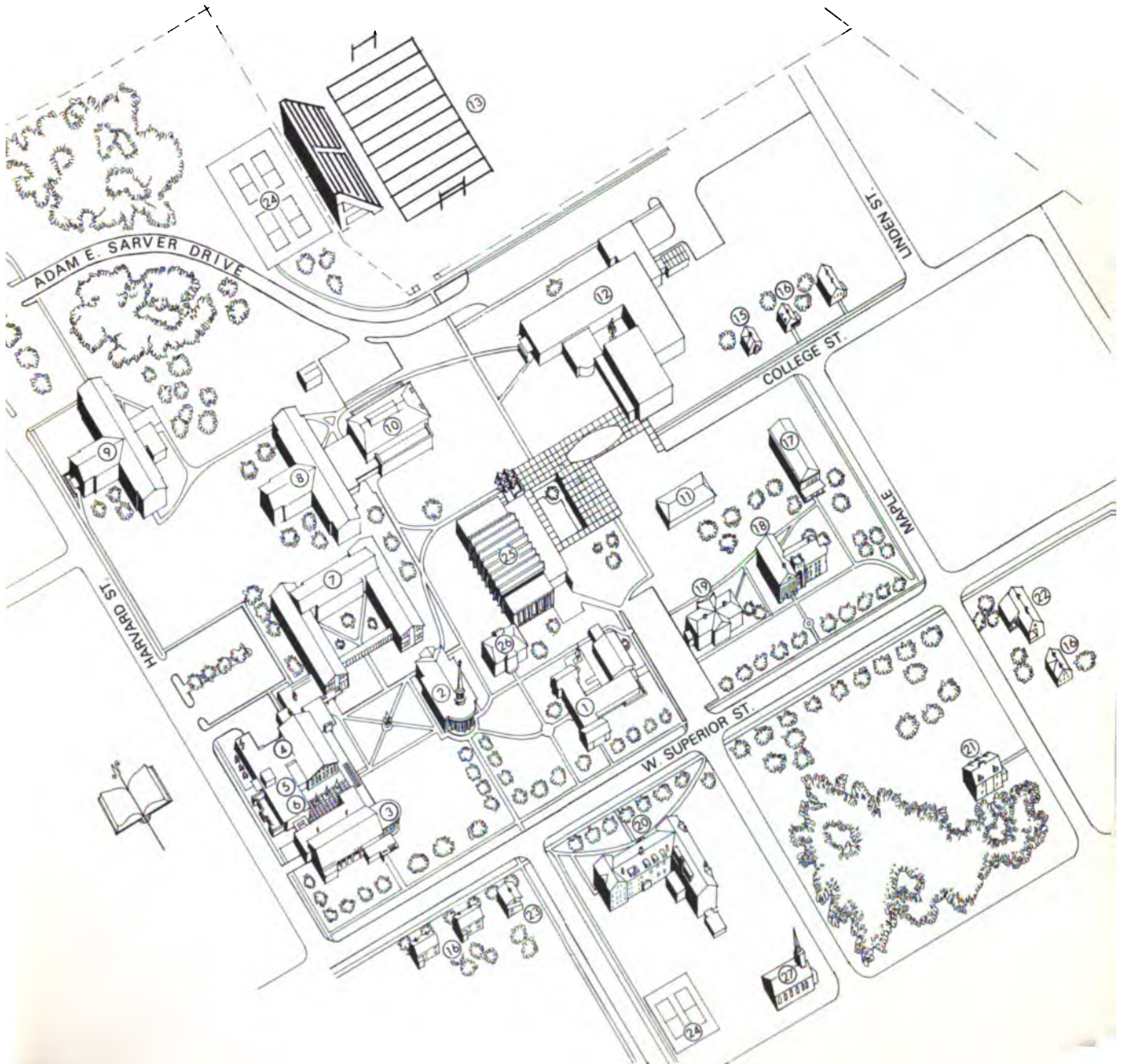
Within the next few years, these fine academic facilities will be joined by a new health, physical education, and recreation building, and a new fine arts building.



Dow Science Building

- 1 Reid-Knox Administration Building
- 2 Dunning Memorial Chapel
- 3 Jerry Tyler Student Center
- 4 Van Dusen Commons
- 5 Highlander Room
- 6 Heather Room
- 7 Mary C. Gelston Hall, residence for women
- 8 Helen Newberry Joy Hall, residence for women
- 9 James Mitchell Hall, residence for men
- 10 Memorial Gymnasium
- 11 Maintenance Building
- 12 Grace A. and Herbert H. Dow Science Building
- 13 Bahlke Athletic Field
- 15 The "Pub," student publications offices
- 16 Faculty homes
- 17 Pioneer Hall, residence for women
- 18 Old Main, classroom building
- 19 Folsom Hall, classroom building
- 20 Wright Hall, residence for men
- 21 The President's Home
- 22 Health Center
- 23 Bruske House, honor residence for women
- 24 Tennis Courts
- 25 Monteith Library
- 26 Hood Building
- 27 Art Studio

CAMPUS LOCATION MAP





Monteith Library



Old Main

*"B" league softball: the faculty team (in the field)
on its way to losing another one?*

ADMISSION

High school students should send applications for admission to the Director of Admissions soon after October 1 of their senior year. Applications are acted upon by the Admissions and Academic Standards Committee of the faculty, which evaluates each applicant's readiness for a liberal education as evidenced by his high school record, scores on the Scholastic Aptitude Test of the College Entrance Examination Board, intellectual capacity, motivation, and personal integrity.

Students interested in attending Alma College are encouraged to visit the campus, preferably during those times when a personal interview with a member of the admissions staff is possible. The Admissions Office is open Monday through Friday, Saturday mornings (except during July and August), and at other times by appointment. Those living in the Detroit area may wish to visit the Alma College admissions counselor in Room 1501, Kales Building.

Applicants are expected to have good high school

records and respectable scores on the College Board entrance examinations. (Information about these examinations may be obtained from the high school or by writing the College Entrance Examination Board, Box 592, Princeton, New Jersey.) An appropriate high school background would include four years of English, two or more years each of foreign language, mathematics, laboratory science, and history. An applicant who has pursued college-level work in high school will be allowed advanced standing by successful performance in appropriate examinations (see page 21).

Each applicant must file a satisfactory medical report from his personal physician before final admission is granted. In addition he must have had a smallpox immunization within the past three years and a tuberculin test no more than a year before the date of admission. These procedures are in the interests of public health and for the protection of the applicant. (Health forms are sent each entering student before the opening of college.)

REQUIREMENTS FOR THE DEGREE

Studies at Alma College lead to the degrees of Bachelor of Arts or Bachelor of Science. Degrees are awarded by the Board of Trustees to students recommended by the Faculty of the College as having satisfied the requirements which follow.

Unit Requirements

A student presents 37 course units for graduation. (Each term course equals 1 unit unless otherwise stated.) He must have received a passing grade in at least 36 of these, including all courses which are

either distributive or major requirements. The Bachelor of Science degree is awarded students with 18 or more units in science and mathematics. A 2.00 ("C") average is required for graduation. All units attempted will be included in this average, except that only the last grade earned will be counted when a course is repeated.

Distributive Requirements

The following courses are required of all students except those exempted because of demonstrated proficiency:

- *1. Freshman Studies 101-102; Sophomore Studies 201-202
- *2. Senior Studies 490
3. Fundamental Chemistry and Physics
(See Chemistry 101)
4. Health and Physical Education 111, 112, and one additional term of activity
5. Four units from the following:
 - Business Administration
(excluding accounting courses)
 - Economics
 - History
 - Political Science
 - Psychology 126, 336
 - Sociology
6. Three units from the following (established proficiency in composition and speech will reduce this to two):
 - Art
 - English
 - Speech and Theater
 - Music
 - Philosophy
 - Religion
7. Three units from the following (established proficiency in mathematics will reduce this to two):
 - Astronomy
 - Biology
 - Chemistry
 - Geology
 - Mathematics
 - Physics
 - Psychology (excluding 121, 126, 336)
8. Proficiency in mathematics, foreign language, composition, and speech. (See below)

*As one of the 45 Presbyterian Colleges accepted by the Board of Christian Education of the United Presbyterian Church, U.S.A., Alma College fulfills the requirements in religion through these courses.

Proficiency Requirements

MATHEMATICS: Proficiency must be equivalent to that represented by satisfactory completion of Mathematics 101. Students unable to demonstrate this level of achievement will take Mathematics 101.

FOREIGN LANGUAGE: Proficiency must be equivalent to satisfactory completion of Foreign Language 111-112-113 or one year of college-level instruction in a language. Placement and/or proficiency examinations will be given each term.

COMPOSITION: Proficiency can be demonstrated by any of the following: satisfactory performance on freshman pre-school examinations; advanced placement on the College Board Examination; satisfactory performance on composition examinations (given twice yearly) before the 7th term of enrollment; successful completion of English 50 and 51, or English 100 or 210. If proficiency has not been demonstrated prior to the 7th term of registration, a student must successfully complete English 50-51 for graduation.

SPEECH: Proficiency can be demonstrated by any of the following: superior achievement in speech in high school; satisfactory performance before a speech jury (available twice yearly) before the 8th term of enrollment; successful completion of Speech 111, 123, 125, or 237. If proficiency has not been demonstrated prior to the 8th term, a student must successfully complete Speech 111 to graduate.

General area examinations in each of the three broad areas of study (5, 6, and 7 above) will be available each fall. Students performing satisfactorily on any of these tests will be excused from any remaining distributive requirements in that area. A test will also be available for those seeking exemption from Sophomore Studies 201-202.

In general, each student should consider the advantages of proficiency examinations, which enable him to make the most effective use of the knowledge and ability he already has and to move on to new academic experience.



Major Requirements

Departmental majors consist of nine units, including independent study wherever feasible. A minimum average of 2.00 in the major department is required for graduation. Each student requests acceptance as a major by applying to the chairman of the appropriate department no later than the beginning of his junior year. The following departments offer majors: Art, Biology, Business Administration, Chemistry, Economics, Education, English, Foreign Service, French, German, Health and Physical Education, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, Spanish, and Speech and Theater.

Other Graduation Requirements

COMPREHENSIVE EXAMINATIONS: Each student must perform satisfactorily on the final comprehensive examinations, given in the third term of the senior year. Failing students who are in all other respects

eligible for graduation will be permitted to retake the examination.

CONVOCATIONS: Regular attendance is required at all convocations. Overcuts will result in a reduction in honor-point average.

ALL-COLLEGE READING PROGRAM: Independently of particular course requirements, this program provides a common intellectual experience for all students and faculty members and provides at least some counterbalance to modern tendencies toward specialization. Each year from three to six titles representing significant contributions in various areas of knowledge are assigned. All students are tested on this reading, and satisfactory performance on each examination (or on a re-test) is required before a student can enroll for the subsequent term or, if he is a senior, before he can graduate.

RESIDENCE: Ordinarily, each student must spend at least the last year preceding graduation on the Alma campus. Exceptions may be made (upon petition to the Admissions and Academic Standards Committee) for students entering the first year of medical, dental, or law school, if the prior three years have been spent in residence here.

SPECIAL CURRICULA AND PROGRAMS

Teacher Certification

Upon completion of the bachelor's degree, Alma College students who have taken the program of teacher preparation approved by the Michigan State Board of Education are qualified to receive Michigan Elementary or Secondary Provisional certificates.

Applicants for teaching certificates are screened twice by the Teacher Education Committee — once at the sophomore level and again before entering the student teaching program. An average of 2.25 is generally required for admission to the program and to student teaching. The student's probable success in teaching is evaluated by the Teacher Education Committee on the basis of his academic record, personal qualifications, activity record, leadership experiences, health, special abilities, and recommendations from college instructors.

Student teaching is done in the Alma, St. Louis, Ithaca, or Breckenridge public schools during the senior year.

Secondary teaching majors are offered in the following areas: Art, Biology, Business Administration, Chemistry, Economics, English, French, Health and Physical Education, History, Mathematics, Music, Physics, Psychology, Sociology, Spanish, and Speech and Theater. Majors in Art, Music, or Physical Education who qualify for the secondary certificate can extend their certification to include grades 1-6 by taking the appropriate elementary methods courses (Art — Education 360; Music — Education 371m-372m; Health and Physical Education — Education 332p or 332q).

A major in Social Science is recognized for teacher certification but does not fulfill the major requirement for graduation. The Social Science major must be a combination of at least two of the following fields: Economics, History, Philosophy, Political Science, Sociology.

Similarly, a teaching minor in General Science is recognized. It must include six units from at least two areas of science.

MICHIGAN SECONDARY PROVISIONAL CERTIFICATES: Students who desire a Michigan Secondary Provisional Certificate qualifying them to teach in grades 7 through 12 must complete at least 6 units* of professional education courses, a teaching major of 9 units, and a teaching minor of 6 units in a single subject or a group minor of 8 units.

Those wishing to qualify for the secondary certificate should plan to take their professional education courses according to the following schedule:

Sophomore Year:	Psychology 121, 126
Junior Year:	Education 331, 332
Senior Year:	Education 445s-446s

MICHIGAN ELEMENTARY PROVISIONAL CERTIFICATE: Students who desire a Michigan Elementary Provisional Certificate, qualifying them to teach in grades K through 8, must complete at least 6 units of professional education courses and 6 units in methods and content appropriate to elementary education. The six required units in professional education are: Psychology 121, 126; Education 311 or 321, 331, and 445e-446e. The six units in methods and materials must include Education 312-313 or 322-323, 239, Health and Physical Education 339, and two units from the following: Education 360 (required unless waived by the Education Department), 337, 450, and English 100 or 200.

In addition to the above, the prospective elementary teacher must present evidence that he has completed one of the following requirements:

- A major of at least 9 units or a group major of 11 units, and one minor of 5 units.
- Two minors of at least 6 units each, one or more of which may be group minors of 8 units.
- Three minors of at least 5 units each.

*A unit is equal to 3½ semester hours of credit.

Those wishing to qualify for the elementary certificate should plan to take their required professional education and methods and materials courses according to the following schedule:

Sophomore Year: Psychology 121, 126; Education 239

Junior Year: Education 300; 311-312-313 or 321-322-323; 331; 360 (360 may be waived by the Education Department); Health and Physical Education 339

Senior Year: Education 445e-446e

The Provisional Elementary and Secondary Certificates, valid for a five-year period, are replaceable by Permanent Certificates within one year following their expiration. The candidate for a Permanent Certificate must have taught successfully in Michigan public schools for three years and must have taken ten additional semester hours in an approved institution subsequent to receiving the Provisional Certificate.

Pre-Professional Curricula

A liberal arts education is recognized as a sound foundation for many professional and vocational careers. Since some of these careers require carefully prescribed programs of study, students are asked to see the designated professor for specific counseling in their field of interest.

MICHIGAN SCHOLARS IN COLLEGE TEACHING: Alma College is associated with Albion, Calvin, Hope, Kalamazoo, and the College of Literature, Science and the Arts of the University of Michigan in the Michigan Scholars in College Teaching Program. Designed to facilitate the transition from undergraduate to graduate study, the program is especially designed to serve the interests of young men and women who are interested in considering a career in college teaching. One fellowship at the Horace H. Rackham School of Graduate Studies is offered

each year to an outstanding Alma senior in the program. Several additional graduate fellowships at the University of Michigan are offered on a competitive basis for graduates who were Michigan Scholars at the participating colleges. Juniors and seniors who are interested in membership in the program should apply to the Office of the Dean of the Faculty.

PRE-THEOLOGICAL: To meet requirements for entrance into an accredited theological school, a student must complete a four-year program of study leading to the bachelor's degree. The American Association of Theological Schools recommends that the program include work in English, philosophy, religion, history, natural science, social science, and foreign language. A major in one of the following areas is especially encouraged: English, history, philosophy, religion, psychology, sociology. *Adviser: Dr. Bowman.*

PRE-DENTAL: Most schools of dentistry require that a student applying for admission present 18 units of college work, including chemistry, biology, and physics. Since requirements vary, the student should write the school in which he is interested for its admission requirement. *Adviser: Dr. Eyer.*

PRE-MEDICAL: Medical schools stress the need to secure a liberal arts education, and the College strongly urges those students wishing to enter medicine to complete four years of study before entering the professional school. A scholastic average of 2.50 is the minimum grade average required by colleges of medicine for admission, but since requirements do vary, the student should study the admission requirements of the school which he wishes to enter. *Adviser: Dr. Eyer.*

PRE-LAW: Although a few law schools will admit students who have only three years of college work, most of them expect applicants to have completed four years. A major in economics, history, or political science is advisable. *Adviser: Mr. Agria.*

Off-Campus Programs

STUDIES IN FRANCE: In cooperation with *L'Ecole de l'Alliance Francaise* in Paris, Alma College offers a program of studies specially designed for American undergraduates in their junior year. This program provides a series of carefully graduated courses presented in a sequence likely to enable American students to make systematic progress. Though primarily intended for French majors, the program may also be valuable to students whose interests lie in such fields as comparative literature, history, political science, sociology, art, and music. *Adviser: Dr. Azarian.*

STUDIES IN GERMANY, MEXICO, AND SPAIN: Students interested in spending a year abroad in order to improve their facility in German or Spanish and to learn more about the culture in which it is spoken should consult with the appropriate department.

Advisers: Dr. Kaiser (Spanish), Mr. van Zwoll (German).

PRINCETON UNIVERSITY LANGUAGE PROGRAM: Alma College participates in the Princeton University Cooperative Undergraduate Program for Critical Languages, under which selected applicants pursue critical Slavic and Oriental languages during a junior year at Princeton, returning to the Alma campus for their senior year. *Adviser: Mr. van Zwoll.*

MERRILL-PALMER: The Merrill-Palmer School in Detroit offers a limited number of superior Alma students an opportunity to work with young children and families. These students spend one term in residence there, either the last term of their junior year or any one of their senior terms. Application is made through the Dean of the Faculty or through the head of the student's major department. *Adviser: Dr. Linder.*

ACADEMIC POLICIES

ATTENDANCE: Absences beyond three per course (or one per fractional course) may be penalized at the discretion of the instructor. No distinction is made between excused and unexcused absences.

GRADING: Scholastic standing is indicated by the following symbols:

A	Excellent
B	Good
C	Average
D	Poor
E	Failure
I	Incomplete
WD	Withdrew with permission
WF	Withdrew failing
S	Satisfactory
U	Unsatisfactory
WIP	Work in Progress (senior thesis only)

20 "I" is an interim grade only, indicating that some part of a course remains unfinished because of ill-

ness or other reasons over which the student has no control. This work must be made up within six weeks after the end of the term or the grade will automatically become "E".

"WD" is given if the student withdraws from a class within the allotted time for withdrawal without penalty, or if he withdraws from the college because of illness or other reasons beyond his control.

"WF" is given if the student is suspended or withdraws from the college without permission. Withdrawal from a class without permission or after the allotted four weeks at the beginning of the term will result in an "E" rather than a "WF".

"E" may be given for reasons other than failure to satisfy course requirements. Among these reasons are dishonesty, excessive absence, or failure to comply with other conditions specified by the instructor.

POINT AVERAGE COMPUTATION: The point system is used to indicate scholastic attainment. To compute point average, the total number of honor points is divided by the number of units taken. The honor points are as follows:

A	4 points
B	3 points
C	2 points
D	1 point
E	0 points
I, WF, and U	0 points
WD, S, and WIP	not averaged

REPETITION OF COURSE WORK: Students may repeat a course in an attempt to improve a grade previously received. When this is done, the honor point average will be computed on the basis of the second attempt. Both grades will appear on the student's permanent record, the second being designated as a repetition.

AUDITING COURSES: With the consent of the instructor, a student may audit a course without additional charge. Since an auditing student may not participate in any of the requirements of classroom work, applied courses (such as art studio, laboratories, piano, or voice) may not be audited.

ACADEMIC PROBATION AND DISMISSAL: Academic probation is not a penalty but a warning — a warning that the student's cumulative average has fallen far enough below the "C" average required of all work taken at Alma College to place him in academic jeopardy. At the close of each academic year the Admissions and Academic Standards Committee will review the status of each student who has less than a cumulative 2.00 average. If it seems unlikely that the student will be able to proceed normally toward graduation, he may be dismissed. After such dismissal a student may request re-admission by written petition. This petition must be filed with the Committee one month before the opening of the term in which the student wishes to register, and it must state what specific progress he has made toward removing his deficiencies. When re-admission is granted, conditions will be stated in written agreement between the student and the Committee.

All actions taken by the Committee will become part of the student's permanent record, including honorable dismissal for academic reasons.

ELIGIBILITY: For athletic competition, eligibility is determined by the Michigan Intercollegiate Athletic Association competition rules and requirements established by the College faculty. For joining a fraternity or sorority, a 2.00 cumulative point average is required.

COURSE EXAMINATIONS: These are held at the close of each term and at other times at the discretion of the instructor. A fee of ten dollars is assessed for all final examinations given at other than the scheduled times. Permission to take such examinations must be obtained from the instructor and the Dean of the Faculty.

PROFICIENCY EXAMINATIONS: To encourage students to move on to advanced work as soon as they are ready, Alma College offers a program of proficiency examinations. These may be taken to earn credit for work not already pursued in the classroom, to waive graduation requirements or prerequisites for advanced courses, and to establish credit from a non-accredited institution.

To pass a proficiency examination a student must demonstrate a level of competence equivalent to at least a "C" in the corresponding college course. Since neither grades nor honor points are earned by passing a proficiency examination, credits earned in this way are not reflected in honor point averages. Failed examinations are not recorded. Re-examination following failure is permissible only with the consent of the Admissions and Academic Standards Committee.

Credit cannot be established by proficiency examination if the course:

1. is equivalent to one taken by the applicant in high school, unless by Advanced Placement, under the auspices of the College Entrance Examination Board;
2. is less intensive than one for which he has already received credit;

3. is in applied music or studio art;
4. varies in subject matter from term to term, as a reading or problems course may;
5. has prerequisites not yet satisfied by the applicant.

(Fees for proficiency examinations are listed on pp. 23-24.)

REGISTRATION: Completed on the first day of each term. The late registration fee is \$5.00 per day, up to \$25.00. Fees must be paid at the opening of each term; no registration is complete until they have been paid or until the Comptroller has approved an arrangement for paying them.

PRE-REGISTRATION: In the spring of each year, students already on campus will meet with their advisers to arrange three term-programs for the following school year. Pre-registration for incoming freshmen is begun by the offices of the Dean of the Faculty and the Registrar during the summer and completed by their advisers during pre-school freshman orientation in the fall.

To make a change in pre-registration or registration, the student will obtain a form from the Registrar's Office, have it signed by his adviser, and return it to the Registrar. If this is done after the beginning of the term in which the course was to have been taken, the student will be assessed \$1.00. During the first four full weeks of classes, a student may (with his adviser's approval) withdraw from a course without academic penalty. It must be noted, however, that such a withdrawal is considered a change of registration, and any student not filing the appropriate form will receive an "E" in the course. After this period, any student withdrawing from a class will receive an "E" unless he has special permission from the Admissions and Academic Standards Committee. Request for this permission is made by written petition. If granted, the enrollment will be removed from the student's record. A student may enter a course during the second full

week of the term only with the instructor's written consent. No course may be entered later than this.

MAXIMUM AND MINIMUM COURSE LOADS: To be classified as a regular student, one must carry more than two and less than four units. A Dean's List student is allowed to take four units in the succeeding term at no extra cost to himself. Other students may take four units only by having a petition to do so approved by the Admissions and Academic Standards Committee, and will pay extra tuition.

CORRESPONDENCE WORK: Alma College does not offer work by correspondence, but will accept up to three units earned at an accredited institution. These units may not be accepted by the College, however, if the student has not first received the approval of the Admissions and Academic Standards Committee. No student should attempt to carry correspondence work while enrolled in a full-time program on campus. Summer correspondence work must be completed by September 10 and a transcript filed with the Registrar's Office by that date, showing that the work has been completed.

CLASS STANDING: Students will be classified every fall term on the following basis: 8 units = sophomore; 17 units = junior; 27 units = senior.

WITHDRAWAL FROM SCHOOL: The College assumes that any student beginning a term intends to complete it. If, for any reason beyond his control (including illness), he is unable to finish the term, he must notify the Assistant Dean of Student Affairs or the Dean of Women of his reasons for wishing to leave the College, must make appropriate arrangements with the Comptroller, and must notify the Registrar. If the student is under 21, he must have the written consent of a parent or guardian. If a student leaves for reasons beyond his control, with appropriate notice to the College, his records are inscribed "WD" and arrangements are made to pro-rate his charges. A student leaving without notifying the College of his reasons for doing so will have his records inscribed "WF" and no arrangements will be made to pro-rate his charges.

COLLEGE CHARGES/1965-1966

An annual tuition charge of \$1,120.00 is charged each full-time student for instruction, health service, and other services and facilities which are billed as separate fees at many colleges. The Board of Trustees of Alma College believes that all Alma students should know that this charge covers only 65% of each individual's education at the College. Each student, in effect, receives a subsidy of 35%, made possible by endowments received during the past seventy-eight years from individuals who wished to support the Alma program, by support from the United Presbyterian Church in the U.S.A., and by gifts from individuals and alumni.

In addition, the College, realizing that not all students can afford the full cost, is prepared to assist those who need financial aid to meet their educational expenses. (For further information see pp. 25-27.)

College charges are payable each term at the Comptroller's Office in the Reid-Knox Administration Building.*

1965-1966

	Fall Term	Winter Term	Spring Term
Tuition	\$374	\$373	\$373
Board	158	157	157
Room	variable	variable	variable

Tuition for one unit is \$125.00. Full tuition is charged for a course load of more than two but less than four units. A supplementary fee of \$42.00 is charged for each additional 1/3 unit. (This fee is waived for Dean's List students, who may take four units without extra charge.)

All students not living at home are required to live in College residences and to board at the College

*The Board of Trustees reserves the right to change any given fee prior to the opening of any term.

Commons. Rental fees per term are:

	Single	Double
Gelston, Mitchell, and Newberry Hall	\$124	\$107
Pioneer and Wright Hall	110	94

Special fees are charged in the following courses to cover the cost of materials or of equipment rental:

Art 202, 402	\$2.00
Art 201, 203, 321, 322, 323, 401, 403, 421, 422, 423	3.00
Biology, all courses	5.00
Chemistry, all courses	4.00
Education 360	3.00
Geology 101, 102	5.00
Foreign Language 111, 112, 113	2.00
Music 117, 118	2.00
Physics 112, 113, 121, 122, 123, 241, 242, 243, 341, 342, 343, 441, 442, 443	5.00
Physics 401, 402, 403 (1/3 or 1 unit each), per unit	15.00
Psychology 121, 126, 302, 303, 304	5.00

Miscellaneous Fees

Matriculation fee	\$10.00
Graduation fee	10.00
Examination fee:	
Special final examination	10.00
Proficiency examination	\$12.00 or \$30.00
Late registration fee, per day	5.00
Change of registration fee	1.00
Orientation fee (for new students)	5.00
Student teaching fee	15.00
Placement service fee	5.00
Practice fees: organ rental, per term	15.00
studio rental, per term	6.00
Transcript fee (for each one after the first)	1.00
Student insurance fee	(see below)

MATRICULATION FEE: all students applying for admission for the first time must accompany their application with a non-refundable application fee of \$10. This covers the cost of opening permanent records.

GRADUATION FEE: candidates for the baccalaureate degree are charged this fee, due at the opening of the term prior to graduation.

PROFICIENCY EXAMINATION FEE: when the proficiency examination is taken to obtain academic credit, the charge is \$30.00. When it is taken to satisfy graduation requirements, but not to obtain credit, the charge is \$12.00. A receipt for the fee, obtained from the Comptroller's Office, must be presented to the instructor before the examination is given. No refunds are made when an examination is failed.

CHANGE OF REGISTRATION FEE: paid for each change in registration made after classes have begun in the term for which the change is requested.

STUDENT TEACHING FEE: paid by any student doing public school teaching under the supervision of Alma College.

PLACEMENT SERVICE FEE: paid by all seniors on their first term bill.

STUDENT INSURANCE FEE: a comprehensive student medical reimbursement insurance plan is available to all full-time students on an optional basis. The plan provides for extended hospitalization, surgery, doctor's visits, x-rays, and usual laboratory tests while hospitalized. Each student must show satisfactory evidence of insurance coverage before enrollment at the College. In the event such evidence is not provided, the student will be included in the College insurance program. Full details concerning the insurance plan may be obtained from the Comptroller's office.

RESIDENCE FEE DEPOSIT (\$25.00) and RESIDENCE BREAKAGE DEPOSIT (\$25.00): must be made by freshmen and transfer students after their applications for admission have been accepted. (Students accepted before March 15 are required to pay these before April 15; after April 15, students are required to pay within 30 days of the date of acceptance.)

The residence fee deposit assures the student a room in the residence halls. It is credited against his residence fee. (Students already on campus pay their

residence fee deposits upon notification from the Comptroller's Office.)

The residence breakage deposit serves to caution students against unnecessary or unusual damage to College property. Should damage or abuse beyond the limits of normal usage occur, the Board of Trustees reserves the right to assess individuals, residence halls, other groups, or the entire student body as social responsibility seems to indicate. If charges are made against the deposit, it must be replenished each term.

Payment of Bills

Tuition, board, and room fees for the term are due and payable upon the student's arrival on campus. One-third of these fees must be paid by the student before he will be permitted to complete registration in any term. No advanced billing is made, but payment in advance by mail or other means is advised. As soon as possible after the beginning of each term, bills will be mailed to students for tuition, board, room, and other miscellaneous charges — such as insurance, late registration, library fines, etc. Payments are made to the Comptroller's Office. All drafts and checks are to be made payable to Alma College.

The College offers a deferred payment plan under which college expenses may be paid over an extended period, with the first payment ($\frac{1}{3}$ of the total) due on registration day, the balance being payable in two equal installments during the term. Final payment is due not later than four weeks prior to the close of the term. To handle the costs incurred, a service charge of \$2.00 is made for each payment. Full details and other payment plans may be obtained from the Comptroller's Office, which mails descriptive literature on these plans to students during the spring term.

In accord with standard practice at colleges and universities, students are required to make satisfactory arrangements with the Comptroller's Office for the settlement of all financial obligations before being eligible for final examinations, graduation, or the issuance of transcripts.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

True to the liberal arts tradition, Alma College dedicates itself to the "practical ideal" that the community of scholarship can not be limited to those with the capacity to pay their own way, but must be extended to those of equal merit and ability whose financial resources are more limited. Consequently, a substantial number of Alma students receive financial assistance, through scholarships, loans, or campus employment.

Scholarships

Students showing intellectual promise and superior academic achievement are eligible for scholarship assistance, which takes two forms:

Honors Scholarships, awarded by the college on the basis of academic merit, the stipends determined by financial need, as suggested by the Parents' Confidential Statements of the College Scholarship Service.

Special scholarships, provided by individual or corporate donors. Stipends are determined by the donors and are awarded on the basis of varied criteria, which in all cases take academic achievement into account. Where criteria are not stated, scholarship recipients are selected by the Student Financial Aids Committee.

The following policies govern scholarship awards:

1. Students who wish to have scholarship aid continued must apply each year.
2. Retention of scholarship aid is based upon the Financial Aids Committee's judgment of the quality of the student's program, progress, and contribution to the campus. An average of "B" or better is evidence of a level of scholarship which justifies retention. When the student's average falls below this, continuance of his award will be determined by the Financial Aids Committee.

3. Ordinarily a scholarship is renewable through a student's four years at Alma College, assuming the continuation of need and high academic achievement. When either the need or the achievement changes significantly, the stipend may be altered.
4. A student on academic or disciplinary probation may not receive scholarship aid.
5. Since honors scholarships are intended for students who will proceed to graduation from Alma College, recipients of such awards must declare their intention to remain at Alma College until graduation. Therefore, before accepting scholarship monies, all scholarship recipients who anticipate transfer for any reason should petition the Financial Aids Committee (forms available at the Student Financial Aid Office) for a waiver of this condition. Ordinarily, such waivers are granted only to students who will transfer to professional schools — in engineering, law, medicine, dentistry, and medical technology. A student transferring to another school without having received this waiver will be required to return to the college all amounts received as scholarship aid (excluding those received in his freshman year) before a transcript of records will be released.

Applying for a Scholarship

A student who has been accepted for admission and who has a high school average no lower than "B" may obtain scholarship application blanks and further information from the Director of Admissions. College Scholarship Service forms are usually available through the high school principal's office.

Students already enrolled at Alma College may apply for a scholarship if they have averaged "B" or better for one year. The Office of the Director of Student Financial Aids provides application blanks and information.

Special Scholarships

Alvin M. Bentley Foundation Scholarship: Given by Alvin M. Bentley of Owosso. (\$750.00)

Brown-Wilson Scholarship: Given in memory of Lee Clack. One scholarship available to a student majoring in chemistry. (\$400.00)

California Scholarship Federation: Alma College provides a scholarship for this program.

Ann and Lee Clark Memorial Scholarship: Designated for a student from Japan majoring in science; to be used for tuition, board, room, and other college expenses for four years.

Consumers Power Company Scholarship: Available each year to an outstanding member of the freshman class. (\$300.00)

Katie Devine Scholarship: Given by the Women's Association of the Orchard Lake Community Church. (\$100.00)

Detroit Edison Scholarship: Available each year to an outstanding freshman; renewable for the sophomore year. (\$400.00)

Dow Chemical Company Scholarship: Four available each year for junior or senior students majoring in chemistry who will make it their vocation. (\$500.00)

Bess Chase Edmonson Scholarship: Given by the Women's Association of the First Presbyterian Church, Ann Arbor. (\$150.00)

Mildred Frisbie Memorial Scholarship: Given by the Alma Business and Professional Women's Club. Given to a girl (designated by the donor) from Gratiot County who needs financial assistance and who has a high school average of "B" or better. (\$300.00)

General Motors Scholarship: Four available each year, to be awarded by the Scholarship Committee on the basis of scholarship and need. (\$200.00 to

General Telephone Company Scholarship: Awarded on the basis of scholarship and need. (\$500.00)

Russell C. Ludwig Science Scholarship: Given by Russell C. Ludwig, class of 1936.

Herbert W. Mason Memorial Scholarship: Given by Mrs. Herbert W. Mason, Bloomfield Hills. (\$200.00)

Midland Alumni Scholarship: Two available each year for Midland high school graduates. Designated by Alma alumni in the Midland area.

Grace Roblee Scholarship: Given by the Women's Association of the First Presbyterian Church of Bay City.

Catherine A. and Frank J. Sladen Scholarship: Given by Mr. and Mrs. Stanley J. Thompson of Midland. (\$250.00)

David and Frances Treat Scholarship: Given by the Bishop Sunday School Class of the First Presbyterian Church, Flint.

Dr. John A. Visser Scholarship: Given by Dr. and Mrs. Duane L. Block to a designated recipient. (\$500.00)

The Reverend Allan J. Weenink Scholarship: Given by Mr. and Mrs. Harold R. Foss of Grosse Ile. (\$350.00)

Women's Association Scholarship: Given by the Grosse Pointe Memorial Presbyterian Church.

Student Loans

EMERGENCY: up to \$15.00 to meet temporary needs. Obtained from the Student Financial Aids Office on the student's signature.

SHORT TERM: for college expenses, to be repaid in from 30 to 330 days, or during the summer earning period. Students eligible (at least a "C" average) make application to the Director of Student Financial Aids.

LONG TERM: for current educational expenses, with payment deferred until after graduation. Requires completion of the College Scholarship Service form for determining financial need. Application made to the Director of Student Financial Aids.

THE NATIONAL DEFENSE LOAN PROGRAM: students may borrow up to \$1000 a year at a 3% interest rate with repayment beginning one year following graduation.

THE MICHIGAN HIGHER EDUCATION ASSISTANCE AUTHORITY LOAN PROGRAM: MHEA loans are sponsored by the Authority which is an agency of the State of Michigan. Loans are made to the student by Michigan banks which have signed an agreement to guarantee loans with the MHEAA. Under this plan, the qualified student borrows from the bank of his choice on interim notes for each college year.

UNITED STUDENT AID FUNDS: upper-class students may borrow any amount up to \$1000 per year. The student is charged simple interest, not to exceed 6% on the loan. Repayment of the loan and interest start on the fifth month after the student graduates and payments are spread over a three year period. Repayments are made in monthly installments.

Student Employment

Students are encouraged to earn part of their college expenses through campus or community employment. Application should be made with the Director of Student Financial Aids. On campus, students are employed as laboratory and library assistants, in secretarial or dining hall service, and in campus maintenance work. It is assumed that students will not allow employment to jeopardize their academic standing.

STUDENT SERVICES

Recognizing that education takes place outside of, as well as in the classroom, Alma has established a Division of Student Personnel, which provides a counseling and guidance program designed to contribute to the total development of each student. Its primary function is to provide a physical and psychological environment conducive to full achievement.

In addition, it provides supervision and guidance in co-curricular activities and provides a variety of services, including orientation of new students, academic advisement, health services, vocational orientation and placement, personal counseling, testing services and referral, and clinical counseling.

Orientation

Before he arrives in the fall, the new student's introduction to college life begins, through visits with college representatives and the letters, booklets, and other materials that are sent to him. In September,

new students are asked to arrive on campus before returning students do, to participate in a pre-school orientation, followed by a program which continues through the first term.

Counseling

Since Alma is a small campus, where it is relatively easy for people to get to know each other, many students soon find for themselves faculty members with whom they can chat about things that are interesting and/or important to them. In one sense, this is Alma's best "counseling" service. In addition, in a somewhat more formal sense, there exists a counseling staff, which draws its personnel from all levels of the college: the Dean of the Faculty, the Dean of Student Affairs, the Assistant Dean of Student Affairs, the Dean of Women, the Registrar, selected members of the teaching faculty, department chairmen, head residents, and selected student advisers.



Representatives from the professions, business and industry, and social agencies counsel with students at the annual career carnival.

Every freshman is assigned to a faculty adviser by the Dean of the Faculty. In most cases, this professor will be his adviser until he declares a major (generally at the end of his second year), conferring with him whenever necessary — to provide academic advice, to approve his registration, to insure that he properly wends his way through graduation requirements, and sometimes merely to chat with him when the assignments seem too long and the weeks too short.

In addition, residence halls afford a splendid opportunity for informal counseling. There the head residents serve as counselors, as do the resident advisers, a selected group of upperclass students who help freshmen learn a good many things.

Vocational Counseling is provided by the Personnel Office, department chairmen, and faculty advisers. Vocational material is on file at the Personnel Office and in the library. In addition, speakers are frequently invited to the campus to discuss vocational requirements and objectives, and students acquire vocational orientation through field trips.

An adjunct to vocational counseling is the college Placement Office, which assists students and alumni to secure positions commensurate with their training and ability. This service includes educational, commercial, industrial, or professional placement.

Testing Services

The Personnel Office makes interest, aptitude, and personality tests available to all interested students. The all-school testing program includes the College Board Examinations for entering students and the Graduate Record Examination for sophomores and seniors.

Veterans Administration and Selective Service

The Registrar's Office makes available to veterans, or their children, Veterans Administration forms, and processes all monthly certifications, enrollment renewals, and changes of status. The Selective Service forms (S.S. 109) are also issued from this office.

Foreign Students

The Registrar evaluates foreign students' credentials and acts as their adviser in many matters, including immigration status.

Health Service

The college maintains a Health Center which is well equipped for routine office treatments, for consultations, and for minor surgery. It is under the supervision of the College Physician, assisted by a graduate nurse and a nurse's aid, who has available consulting physicians from the staff of the Gratiot County Community Hospital in Alma. An infirmary of eight beds is available for bed care when specialized treatment is not required.

Parents are notified in the event of severe illness. The student or his parent selects the physician when consultation is required. If parents are not available in an emergency, one of the deans acts as guardian for the student.

Record and Picture Lending

The Art Department has a permanent collection of original works by established artists and by students whose work the Department has purchased in recognition of their outstanding merit. Students who wish to have these paintings in their rooms may rent them by the year for a nominal fee.

The Department of Music and the Library have collections of records (music, drama, etc.) available for loan to students at no cost.

Housing

Since Alma is primarily a residential college, students who are not married or living at home must live in college residence or fraternity houses.

Three residence halls provide accommodations for 425 women students: Mary Gelston Hall, Helen Newberry Joy Hall, and Pioneer Hall. Wright Hall and James Mitchell Hall accommodate 370 men, and each of the fraternity houses provides room for about 20.

Newberry Residence Hall





Van Dusen Commons (left) and Gelston Residence Hall for women

Applications for Rooms

When a new student has paid both the commitment deposit and the room deposit a room is reserved for him.

Students in residence reserve a room for the following year by paying a room reservation fee during the spring semester. This fee is applied on his room rent in the fall. Such reservations are made with the Business Office after March 15 and are refundable until June 15.

30

Residence hall housing agreements are made for the entire year. The college retains the right to make changes in assignment whenever it seems wise. Permission to change rooms may be given only by the Personnel Office.

Dining

All students in residence are required to take their meals at the college commons. Breakfast and lunch are cafeteria style; evening meals are served.

ACTIVITIES, ORGANIZATIONS, AND AWARDS

Since participation in a variety of activities is an integral part of the educational experience, students are encouraged to seek a balance between curricular and co-curricular interests. Representative campus organizations and activities are listed below, but where no organization exists to satisfy a particular student interest, students are encouraged to form one.

Honor Societies

Phi Sigma Pi is the local scholastic honor society of Alma College. Election is by vote of present student and faculty members after consideration of scholarship and character.

Gamma Delta Alpha and Omicron Beta Kappa are senior women's and men's honorary societies to which students are elected in their junior year.

Delta Sigma Rho-Tau Kappa Alpha is the national forensic fraternity, whose purpose is to foster speaking excellence. Qualified superior students are elected upon recommendation of the college.

Gamma Beta Chapter of Beta Beta Beta is a national honor society for students in the biological sciences whose purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation in the life sciences. Open to superior students in biology.

Lambda Iota Tau is the national honorary fraternity in language and literature, which seeks to recognize and promote excellence in the study of literature. Prospective members must submit a critical paper or creative writing.

Psi Chi is the national honor society in psychology, open to psychology majors in the upper third of their class. Each year the Alma chapter sponsors field trips to local mental health and social service facilities, a state-wide convention for undergraduate research, and a variety of other programs in psychology.

Alma College has a chapter of Student Affiliates of the American Chemical Society, which participates in professional activities of the Society and in interstate Student Affiliate affairs, as well as its local programs.

Campus Government

The following organizations function with considerable freedom, to promote self-government, encourage student enterprises, and develop student-faculty cooperation:

STUDENT COUNCIL: The most representative all-campus organization, serving as the governing and legislative board of the student body and an agent of communication between students and faculty.

ASSOCIATED WOMEN STUDENTS: a self-governing body which fosters a spirit of unity among women students, increases their sense of responsibility, and speaks for them on matters of general interest. Affiliated with the Intercollegiate Association of Women Students.

TYLER BOARD: a board of students and faculty advisers serving as the program-planning and governing body for Tyler Student Center.

Music

A CAPPELLA CHOIR: a 55-voice concert choir whose programs include a wide range of the finest in choral literature. Two major concerts are given each year on campus, and several off-campus trips are made, including one extended tour during spring vacation. Choir members provide music for the campus Sunday worship service. Membership is by audition.

ALMA SYMPHONY ORCHESTRA: a combined college and community organization which presents two concerts each year, and joins with the Choral Union

for orchestral-choral performances. It is a member of the American Symphony Orchestra League. Auditions are held the first week of school. Interested freshmen are advised to contact the conductor in advance and to prepare during the summer for their audition.

ALMA COLLEGE CONCERT BAND: devoted to excellence in concert band music; programs, drawing freely upon transcriptions and original band music, include both serious concert fare and such popular selections as Broadway show tunes and, of course, marches. Three concerts a year. The Band is formed after football season; admission is by audition.

KILTIE BAND: one of Michigan's most colorful marching bands. Authentically attired in Scottish kilts of the MacPherson Red Tartan, it provides original half-time shows for Alma football games and participates upon invitation in various civic and school programs.

ALMA SINGERS: a small group of select singers who present programs of madrigals, folk songs, and musical comedy selections.

DUO-PIANO ENSEMBLE: meets twice a month to read and perform works from the two-piano repertory. Open to all who have had sufficient experience in piano.

CHORAL UNION: a combined college-civic organization which presents one or two oratorios yearly.

Student Publications

These publications are, of course, always looking for students with past experience in writing, editing, taking pictures, and keeping business records. But students without previous experience are welcome too, if they are willing to work and to learn. A Board of Publications (composed of faculty and student representatives) governs all student publications — working to expand and improve them, providing guidance, and making all salaried personnel appointments.

almanian: The student newspaper, published weekly.

Scotsman: The college annual.

The Apprentice Guild Review: publishes the more worthy creative and critical efforts of those students who participate in the activities of the Apprentice Guild.



Drama, Dance, Forensics

Each year the Alma Players produce several full-length plays. In addition they provide some of the personnel and technical support for dance concerts, the lecture-concert series, student activities, and one-act plays produced and directed by students as part of their course work. Students belonging to the Alma Players thus have an opportunity to work in all areas of dramatic art.

The college dance group, *Orchesis*, presents several short performances during the year and an annual modern dance concert.

Committed to a philosophy of education embodying the free exchange of ideas on and off the campus, the college (through the Department of English, Speech, and Theater) sponsors forensic activities which include debate, discussion, and individual speaking events. Superior students qualifying in these activities are invited to membership in the local chapter of Delta Sigma Rho-Tau Kappa Alpha, national forensic fraternity, and are eligible for the Lindley Forensics Awards.

The Council on Religious Activities

This is a representative student committee which encourages the expression of religious concern among the students of Alma College and which coordinates the various religious activities on campus. In cooperation with the student-faculty Religious Affairs Committee, the Council advises the Chaplain concerning the chapel program, including the regular Sunday morning worship service. It plans and conducts the weekly Vesper program and sponsors such seasonal observances as the Festival of Lessons and Carols at Christmas and the Holy Week Communion Service. In addition, the Council encourages and aids in the formation of informal Bible study and religious discussion groups in the dormitories. It joins with other student organizations and committees in the promotion of responsible concern for important contemporary social issues.

Athletics

At Alma College athletics are neither "emphasized" nor "de-emphasized;" they are regarded as a traditional and valuable aspect of campus life. All students who wish to participate can do so — if not at the varsity level, then in a varied and active intramural program.

Alma is a member of the Michigan Intercollegiate Athletic Association, which includes Adrian, Albion, Alma, Calvin, Hope, Kalamazoo, and Olivet.



Students participate in a Campus Day race on the nearby Pine River.



Many Alma College students spend leisure time on Michigan's ski slopes, many of which are only an hour or two from campus.



*Alma College varsity
teams participate in
seven intercollegiate
sports . . .*

. . . but intramurals are big on campus too





Outside this conference, Alma competes against such schools as the University of Detroit, Lawrence Institute of Technology, Ferris State College, Northern Michigan University, and schools in Ohio and Indiana. There are men's varsity teams in basketball, baseball, cross-country, football, golf, tennis, and track.

Extramural competition for women is offered in basketball and tennis, with games and matches arranged with MIAA colleges and other near-by colleges and universities.

Men's intramural sports include basketball, bowling, softball, tennis, touch football, and volleyball. Women compete in badminton, basketball, softball, tennis, and volleyball. Other intramural activities will be added as facilities expand.

SKI CLUB: organizes ski trips to near-by areas and promotes interest in skiing through films and discussion.

Fraternities and Sororities

Three national fraternities have chapters and chapter houses on campus: Delta Sigma Phi, Sigma Tau Gamma, and Tau Kappa Epsilon. There is one national sorority, Alpha Sigma Phi; and three local sororities: Alpha Theta, Kappa Iota, and Phi Omicron. Each sorority has its own meeting room. Fraternity and sorority activities are coordinated through an Interfraternity and a Panhellenic Council.

These organizations function actively on campus (arranging social events, participating in intramural



leagues, providing services to the college and the community), but independent students find ample scope for their energies and interests. Approximately 35% of the students belong to fraternities and sororities.

Departmental Organizations

Many departments have established groups for those interested in an informal approach to problems and resources in their areas. Speakers, field trips, and projects of various kinds enrich the students' formal classroom experience.

Awards

THE BARLOW TROPHY: awarded annually—the high point of the honors convocation — to a member of the senior class selected by the faculty and the Student Council on the basis of scholarship, character, and campus leadership. Given by Mr. Joel Barlow, class of 1929, as a memorial to his mother.

THE UNIVERSITY OF MICHIGAN STATE COLLEGE SCHOLARSHIP: awarded by the Horace H. Rackham School for Graduate Studies to a senior in the

nominated by the Alma faculty. Provides one year of graduate study at the University.

THE LINDLEY FORENSIC AWARDS: given annually to outstanding forensic students. The \$100 award — given by Adelbert H. Lindley, Alma, '11 — is divided into three awards of \$50.00, \$30.00, and \$20.00.

MICHIGAN COLLEGE SCHOLARSHIP IN BUSINESS ADMINISTRATION: awarded by the School of Business Administration of the University of Michigan for graduate study. Provides tuition for one year at the University and is given on the basis of scholarship and need.

GRADUATION HONORS: Students with honor point averages of 3.75 are graduated *summa cum laude*; 3.50, *magna cum laude*; 3.25, *cum laude*. To be eligible for honors as valedictorian or salutatorian of his class a student must have completed all graduation requirements in residence at Alma College.

DEAN'S LIST: Published at the end of each term, listing all students who achieved a 3.50 average for that term.

COURSES OF INSTRUCTION

Courses at the 100 level are primarily for freshmen, 200 courses for sophomores, and 300 and 400 courses for juniors and seniors, but this system is quite flexible. All prerequisite and sequence requirements are given in course descriptions. Not all courses are offered every year. Inquiries as to when a particular course will be offered may be addressed to the appropriate department chairman.

Interdepartmental Studies

Freshman Studies 101-102.
The Heritage of Western Man.

An interdisciplinary course staffed by the departments of English, history, philosophy, and religion. The first term focuses on classical Greek and Roman civilizations (including the development of Christianity and its Hebraic background), examining their history, literature, philosophy, art, and religious experience. The second term continues the survey through the medieval period, the Renaissance, the

Reformation, and the emergence of modern Europe.

Sophomore Studies 201-202.
The Heritage of Western Man.

Continues the investigation of the components of our western culture in the modern and contemporary world. Developments in science and economic theory are added to the concerns of the first year.

Senior Studies 490. Man and the Modern World — the Examined Life.

A consideration of the ideal which directs and integrates Christian liberal arts education. Examines the various expressions of man's search for an understanding of himself and his world, the demand which education places upon the individual for a responsible participation in and contribution to society, and the need for examined, critical affirmation of commitment in life.

Art

ASSISTANT PROFESSOR KIRBY

Courses are designed for all students — both majors and non-majors — who wish to learn more about man's artistic achievements and/or to engage in the creative process themselves. These experiences are supplemented by field trips and exhibitions.

Major requirements include Art 111-112 or 190-191, 201, 321, and 450. Majors seeking education certificates must take Education 332a and 360, although these are not to be included in the units required for the major. The department reserves the right to keep graduating students' work for one year.

A potential art major would do well to keep a portfolio of his high school work.

111-112. Survey of Art History

A historical survey of man's artistic achievement from its earliest visual record to the present. Special attention to painting, sculpture, and architecture of the past and to its relationship to twentieth century America.

190-191. Art History, Field Study

Specific study projects in the history of art will be offered during selected summer terms. The course will include foreign travel, with preliminary briefing in this country. Content will vary, since emphasis will be on the art forms indigenous to the areas visited. Special emphasis on art historical sites, museums, and galleries. Course offerings will depend on the number of students available for foreign travel. Open to all students on an audit or credit basis.

201. Drawing Studio

Work in basic drawing to give the student a capacity to handle various drawing media. Emphasis on composition, still life, landscape, and figure drawing, and on special drawing techniques. Laboratory fee, \$3.00.

202. Painting Studio

Work in oil and other media of still life, landscape, and anatomy. Art 201 is recommended as a prerequisite. Laboratory fee, \$2.00.

203. Sculpture Studio

Three dimensional modeling (including the human figure) and construction problems provide experience with the expressiveness of volumetric forms. Open to all students, with Art 201 suggested as a prerequisite. Laboratory fee, \$3.00.

321. Design Studio

Special attention to theoretical and practical investigations of the basic principles inherent in artistic expression, in both two and three dimensional forms. Prerequisite, Art 201. Laboratory fee, \$3.00.

322. Graphics Studio

Creative experience in the various printmaking media: lino-print, wood cut, etching, lithograph, serigraph. Art 201 is recommended as a prerequisite. Laboratory fee, \$3.00.

323. Crafts Studio

Creative work, particularly in ceramics and jewelry. Laboratory fee, \$3.00.

450. Senior Exhibit

Independent Study course for all art majors. Students prepare a major creative project and a related written thesis for presentation to the department. In addition, each graduating art major will prepare and hang a one-man show as part of his senior comprehensive examination in art. Open only to senior art majors. Prerequisites: Art 111-112 or 190-191, 201, 321.



Senior Art majors who exhibit serious intent and strong artistic ability, and who maintain a "B" average in Art, may with the permission of the department, elect to take one or more (but not more than four) of the following advanced studio courses. Each course meets concurrently with its lower-level counterpart, which in each case is prerequisite to it. Laboratory fees are the same.

401. Advanced Drawing Studio

402. Advanced Painting Studio

403. Advanced Sculpture Studio

421. Advanced Design Studio

422. Advanced Graphics Studio

423. Advanced Crafts Studio

Astronomy

PROFESSOR THORNDIKE

Using the resources of the Dow Science Building Planetarium, astronomy courses endeavor to bring students to a fuller understanding of our natural universe and a sharper awareness of the law and order by which it is governed.

111. The Solar System

Deals with the nearer celestial bodies, on the pre-

mise that one must know about his own solar system before he can understand the observed behavior of bodies outside it.

112. The Galaxy and the Universe

Examines the position of the solar system in the known universe, the sun as one star among the millions forming our galaxy, the different types of stars and their transitions, and galaxies external to ours. Current speculation concerning the structure of the universe is surveyed.

Biology

PROFESSOR EYER; ASSOCIATE PROFESSORS EDGAR, KAPP; ASSISTANT PROFESSOR ALLEN

Courses in the Biology Department provide:

1. Laboratory science training — an important aspect of the liberal arts experience.
2. Pre-professional training for students who plan to teach or to enter a school of medicine, dentistry, natural resources, medical technology, or public health.
3. Professional training of biologists who plan to enter a graduate school as candidates for an advanced degree.

The Biology major must include Biology 101, 102, 203, 204, and 205; and at least one 400-level course. In addition, the major should satisfactorily complete two terms of Chemistry, two terms of Physics or Geology, and two terms of Mathematics (not including Mathematics 101).

101. Life Science

Cell structure and function are examined in the first half of the course, followed by a consideration of organisms at several levels of complexity, culminating with study of the structure and function of mammals. Topics include ultra-structure of cells, characteristics of DNA and other macromolecules, cellular metabolism, genetic principles, differentiation and development, leading to

an examination of diversity of form and function in selected primitive and advanced forms of life. Emphasis on lectures, audio-tutorial teaching, and discussions at the beginning of the term; and later on laboratory studies, including the dissection of a mammal. Prerequisite: Chemistry 101 or equivalent proficiency.

102. Biological Interrelationships

A consideration of the origin of life, fossil record, evolutionary changes, and population genetics and dynamics. An examination of the complexities of ecological interaction provides a setting for consideration of man's role in and impact on the ecosystem in the twentieth century. Lecture, laboratory, and field observations are supplemented by group discussion. Prerequisite: Biology 101 or permission of the instructor.

203. Cellular Physiology

The basic and unique phenomena of life on the molecular and cellular levels. The major types of macromolecules common to all forms of life are studied and an attempt made to relate structure to function in living systems. Emphasis on principles of energy transformation and some basic understanding of metabolic processes. Enzyme systems, respiration and photosynthesis are central concerns. Prerequisite: Biology 101 and 102.

204. Genetics

The mechanics of inheritance at the molecular and cellular levels and the relationship of this to gene action, organismal development, population



changes, and evolution. Laboratory experience with plant and animal genetics. Prerequisite: Biology 203.

205. Developmental Biology

Development of the individual organism from its beginnings to the point at which the basic body plan is established. Major emphases include a brief comparative study of development in plants and in invertebrate and vertebrate animals; a consideration of differentiation of the zygote into complex organisms; and observation of the establishment of the three primary germ layers and their derivatives in vertebrate animals (using living and preserved materials and slides). Prerequisite: Biology 204.

301. Nonvascular Plant Morphology

Morphological specialization and evolutionary interrelationships in the chief groups of fungi, algae, and bryophytes. Particular attention to consideration of trends in reproductive and physiological specialization, especially as this relates to development of the land habit. Field trips supplement laboratory and lectures. Prerequisites: Biology 101 and 102.

302. Plant Taxonomy

Identification of plants and use of taxonomic keys. Emphasis on the native vascular flora of central Michigan and upon the principles of evolution and speciation. Numerous field trips in the spring. Prerequisites: Biology 101 and 102.

303. Biology of Invertebrates

Levels of organization, phylogenetic relationships, and distinguishing characteristics of the invertebrate. Seasonal field trips to representative local habitats and visits to university collections. Lectures, discussions, laboratory observations, and field studies coordinated around natural groupings of animals and topics of special interest to both students and instructor. Prerequisites: Biology 101 and 102.

304. Biology of Vertebrates

Structure and phylogeny of backboned animals and the relationship of these to the taxonomy,

geographic distribution, and general behavior patterns of the major groups of vertebrates. Emphasis on laboratory and field study of Michigan fauna. Prerequisites: Biology 101 and 102 or permission of the instructor. Biology 204 is a recommended prerequisite.

305. Comparative Anatomy of the Vertebrates

Emphasis on dissection and comparison of representative animals, including the cat. Prerequisites: Biology 101 and 102.

306. Biology Seminar (1/2 unit)

Deals with a biological topic selected by the instructor. Recommended for majors. Since the course content will vary, it may be taken more than once for credit. Prerequisite: Permission of the instructor.

307. Biological Techniques (1/2 unit)

Especially useful as preparation for independent study. Microbiological, radiation, ecological, and tissue preparation techniques will be taught in rotation by the Biology staff. Since the content will vary, the course may be elected more than once for credit. Prerequisites: Biology 101 and 102 and permission of the instructor.

401. Animal Physiology

Relates the previous biological and chemical knowledge of the student to the complex functioning of higher animals. Both classical information and recent research are studied in such areas as hormone mechanisms, nerve impulse propagation, and integration. In the laboratory, living animals and modern equipment such as physiographs and oscilloscopes are used. Prerequisites: one year of Chemistry and Biology 205.

402. General Ecology

Principles of autecology and ecosystem analysis. Field and laboratory observations of species interaction and community integration will supplement lectures and reading. Prerequisites: Biology 205 and either Biology 302, 303 or 304, or consent of the instructor.

403. Functional Anatomy of Vascular Plants

Advanced study of the development, anatomy, and physiology of vascular plants. Emphasis on anatomical variation, physiological mechanisms, and integration of growth. Prerequisite: Biology 205.

450. Independent Study

A special problem in experimental biology or a synthetic library analysis at the senior level, culminating in a senior thesis which is presented as evidence of satisfactory completion of the course. Prerequisite: Biology 205.

Business Administration

PROFESSORS LANDIS, HUSSAYNI

The Department of Business Administration offers a balanced and comprehensive program of instruction within a liberal arts framework, designed to enable a student to function effectively in the business world or to proceed to graduate work.

The Business Administration major requires Business Administration 221-222, 233, 307, 308, 321, 411, 423, and 450. As preparation for the Business Administration curriculum, majors should take Economics 202 and Mathematics 111-112-113.

111. Business and Society

The purpose of this course is to discuss and to clarify the role of business in modern society. It is designed to provide the student with an understanding of why and how business institutions have developed into their present form and importance. The impact of business upon our culture; and the role of business in context of the total social order.

221-222. Principles of Accounting

Accounting principles and practices; financial records of the business enterprise; preparation and interpretation of financial statements. Income determination; partnership and corporation accounting.

233. Principles of Distribution

42 The methods, policies, and institutions involved in distribution of goods from producer to con-

sumer, including marketing activities, methods, strategies, and costs.

307. Money and Banking

The nature and functions of money, of monetary theories, and of the operation of our central and private banking systems. Recommended prerequisite: Economics 202.

308. Business and Corporation Finance

The problems, policies, and techniques of financing small and large business, with attention to the issuance and handling of corporate securities and to investment principles. Prerequisite: Business Administration 221-222.

321-322. Intermediate Accounting

Valuation for balance-sheet and income-statement purposes. Assets and equities. Depreciation and intangibles; branch accounting; statement of application of funds. Prerequisites: Business Administration 221-222.

325. Business Law

Introduction to the court system; the laws of contracts and of sales and negotiable papers.

411. Business Economics

Selected major topics in business economics, including the role and motivation of the entrepreneur, savings and capital formation, productivity, theory of economics progress, competition and the monopoly problem, economic groups, and large and small business. Open to seniors majoring in Economics and Business Administration.

412. Business Enterprise in a Free Society

How business operates in a "free" society; the impact of the political and social environment on business; the kind of society best suited to busi-

ness; reconciling economic interdependence with the aspiration for individual freedom. Open to seniors majoring in the social sciences.

421. Cost Accounting

Principles of cost analysis; the mechanics of cost accumulation; the presentation of cost data. Prerequisites: Business Administration 221-222. Business Administration 321 is strongly recommended.

423. Principles of Management, I

The fundamentals of management and their application to business organization. Management's ability to analyze, plan, co-ordinate, and control the varied activities of production, personnel, finance, engineering, purchasing, and marketing.

Prerequisites: Business Administration 233 and 308.

424. Principles of Management, II

Examination by case method of the application of management principles and techniques to actual business situations, with emphasis on complex, multi-dimensional business problems and on the philosophy and practice of modern management. Prerequisite: Business Administration 423.

426. Auditing: Principles and Procedures

A study of the statements on auditing principles, procedures, and standards, as prepared by the American Institute of Certified Public Accountants; professional ethics, standards of reporting.

450. Independent Study

Chemistry

PROFESSOR POTTER; ASSOCIATE PROFESSORS SKINNER, DEYOUNG; ASSISTANT PROFESSOR SPLITSTONE

Courses in the Chemistry Department provide:

1. Training in a laboratory science, a significant aspect of the liberal arts experience.
2. Pre-professional training for students going on to medicine, dentistry, engineering, or teaching.
3. Professional training of chemists for industrial chemical work or for further study of chemistry in graduate school.

Students who will make chemistry their profession are advised to complete the minimum requirements (revised effective 1965) recommended by the Committee on Professional Training, American Chemical Society. The following program is in accord with these recommendations and permits the student to be listed as having completed a program approved by the American Chemical Society: Chemistry

121-122-123, 221-222-223, 331-332-333, 412-413; two units from Chemistry 411, 450, an advanced Mathematics or advanced Physics course; Physics 121-122-123; Mathematics 121-122-123; and German. Extraordinarily well prepared students should consider taking Chemistry 111-112 by proficiency examination.

A laboratory fee of \$5.00 is charged for all chemistry courses.

101. Fundamental Chemistry and Physics

Provides a background of physical science knowledge, vocabulary, and mathematical relationships. (Students adequately prepared in high school chemistry and physics should establish this competence by proficiency examination.) Prerequisite: Mathematics 101 or equivalent.

111-112. General Chemistry

Fundamental principles of the science, with an introduction to the descriptive chemistry of the common elements. Prerequisites: Chemistry 101 and high school algebra and geometry. Ability to apply the principles of arithmetic dealing with ratio and proportion, fractions, simple equations, etc. is indispensable to success in the course. Chemistry 111 is prerequisite to Chemistry 112. **43**

121-122-123. Chemical Theories

Chemical principles pertaining to covalent and ionic compounds. These principles are applied to descriptive (organic and inorganic) and analytical chemistry. Terms must be taken in order. This course, with grade "C" or better, is prerequisite to all other chemistry courses. Prerequisite: Chemistry 112 or equivalent proficiency.

221. Analytical Chemistry — Quantitative Analysis

The essentials of quantitative inorganic analysis by gravimetric and volumetric methods and simple instrumental procedures. Prerequisite: Chemistry 123.

222. Organic Chemistry, I

Aliphatic and aromatic compounds and relatively simple examples of industrially and biologically important substances. Laboratory work consists of preparations and reactions of organic compounds selected to illustrate the reactions studied in class and provide experience with the apparatus and the various techniques useful in dealing with organic compounds. Prerequisite: Chemistry 123.

223. Organic Chemistry, II

More complicated substances, reaction mechanisms, and theoretical aspects of organic chemistry. Identification of unknown compounds. Prerequisite: Chemistry 222 with minimum grade of "C".

331-332-333. Physical Chemistry

Theoretical background of the various branches of chemistry. Gases, liquids, solids, the mass law, the phase rule, thermodynamics, atomic structure, molecular structure, thermochemistry, solu-

tions, kinetics, colloids, electrochemistry, etc. Prerequisites: Chemistry 221, Mathematics 123, Physics 123.

411. Advanced Organic Chemistry

Selected topics in organic chemistry illustrate the methods of research and advancement in the science. Choice of subjects based on the interests of the class and the material derived from readings in advanced texts, treatises, and original literature. Laboratory work consists of preparations of moderate difficulty. Special problems of original nature may be assigned to able students in the second half of the term. Prerequisites: Chemistry 223 and 333 with a minimum grade of "C".

412. Advanced Inorganic Chemistry

A study of the elements, based on theories of atomic structure and valence and the periodic system. Prerequisite: Chemistry 333 with minimum grade of "C".

413. Advanced Analysis

Application of physical and chemical principles to quantitative analysis, particularly by use of instruments. Prerequisite: Chemistry 333 with minimum grade of "C".

450. Introduction to Research in Chemistry

Laboratory investigation and library research pertaining to an original problem, the subject being in line with the student's choice of specialization and previous work in the department, with significant results ultimately to be published. Open to seniors, with permission of the Department. A summer participation in undergraduate research may be included in the investigation.

Economics

ASSOCIATE PROFESSOR JACKSON

The objectives of the Department of Economics are to offer all liberal arts students an exposure to economic issues and philosophies, and to provide professional training which will satisfy the vocational aims and the academic needs of majors in the Department.

The major in Economics shall include Economics 201, 202, 301-302, 401-402, and 450. Economics 201 and 202 are prerequisites for 301-302, 401-402, and 450. For all other courses either Economics 201 or 202 is prerequisite.

201. Introduction to Economics

Various solutions to the basic economic problem of scarcity. The structure, institutions, behavior, and problems of the agricultural, business, labor,

and governmental sectors of the American economy. International economy.

202. Introductory Economic Theory

The principles governing production, exchange, and distribution. The significance and behavior of the general level of prices. The composition of national income and the relationship between income and its determinants.

301-302. Microeconomics

The theory of demand in terms of marginal utility and indifference curve analysis. The Law of Variable Returns and the behavior of costs. Product and factor price determination as functions of market structures and time. The competitive system as a normative ideal. The Law of Comparative Advantage and its refinements. The shifting and incidence of taxes, including tariffs and other restrictions on trade. Prerequisite to 302: 301 or permission of instructor.

311. Contemporary Economic Problems

Intensive study of such major problems as medicare, ethical problems confronting industrial and labor leaders, the U. S. balance of payments problem.

325. Comparative Economic Systems

Existing economic systems — capitalism, socialism, communism, fascism in their socio-political

settings and their production-distribution-consumption patterns.

339. History of Economic Thought

Development of a better understanding of the basic nature of economic relationships by examination of the evolution of economic theory.

401-402. Macroeconomics

The determinants of the demand for and the supply of money and credit and of the general price level. Flow of funds analysis. The determinants and behavior of national income. Integration of monetary and income theory. Balance of payments problems and the foreign trade multiplier. Fiscal policy. The business cycle. Prerequisite to 402: 401 or permission of instructor.

412. Great Books In Economics

The study of selected books influential in economic analysis, philosophy, and policy.

450. Independent Study

Under supervision, the student formulates a project topic, conducts the research necessary for completion of the project, and prepares a properly documented paper setting forth the conclusions arrived at and the support for these conclusions.

Education

PROFESSOR MCCALL; ASSOCIATE PROFESSOR HALL; ASSISTANT PROFESSORS HARTLEY, MEEDER

The Department of Education has as its primary objectives the development of the attitudes, knowledge, and skills which mark the successful teacher. The courses are designed to develop understanding of the principles and processes of greatest value in today's educational program. Among these are an understanding of child development, the learning process, and the objec-

tives of education; an ability to organize instructional material, to guide pupils in learning, to communicate effectively with pupils, and to evaluate student progress.

Elementary Provisional Certification: Those qualifying in or after 1969 must have the following courses as a minimum sequence of professional education: Psychology 121, 126; Education 239, 311-312-313, or 321-322-323, 331, and 445e-446e. In addition, the following courses dealing with methods and materials particularly appropriate to elementary education must be taken: English 100 or 200; Health and **45**

Physical Education 339; and two of the following: Education 336, 337, 360 (required unless waived by the Department), 450. (See page 18 for sequence of courses for both elementary and secondary teacher-education programs.)

Secondary Provisional Certification: The minimum sequence of courses is: Psychology 121, 126; Education 331, 332, 445s-446s.

121. An Introduction to the Analysis of Behavior
(See Psychology 121)

126. Human Development
(See Psychology 126)

201. Audio-Visual Aids (1½ unit)

A laboratory-lecture course which familiarizes the student with current audio-visual aids for use at the grade level and/or in the subjects which they plan to teach.

239. Children's Literature

Pre-school through eighth-grade literature, including standards for evaluation. Development of appreciation of prose and poetry suitable for children of different ages. Laboratory experience.

311-312-313. Early Elementary Curriculum

Required for students preparing to teach K-3. School observations each term. Prerequisite: Psychology 126. (Education 311: Principles of elementary education and their implications for teaching. Materials and methods related to the teaching of the language arts. 312: Materials and methods related to the teaching of the social studies and of reading, including a review of some experimental approaches to reading instruction. 313: Materials and methods related to the teaching of science and arithmetic.) Education 311 is prerequisite to 312 and 313.

321-322-323. Later Elementary Curriculum

Subject matter divisions are the same as in Education 311-312-313; designed for those who will teach in grades 4-6. Prerequisite: Psychology 126.

331. Introduction to Education

The purposes, structure, and functioning of American education. What is expected of a professional educator today. Emphasis on the historical development of education in the United States and on the framework for education in Michigan. Prerequisites: Psychology 121 and 126 or consent of the Education Department.

332. Secondary Education Principles and Methods

Taught by Education Department personnel and representatives from departments offering specific secondary school methods courses. Examination of the principles upon which the secondary school program should be based and the application of these principles to critical problems of secondary schools. Observations in secondary schools. During the last part of the term, specific methods in major and minor fields are offered, as follows: 332a, Art; b, Biology; c, Chemistry; e, English; f, Foreign Language; h, History; m, Mathematics; n, Secondary School Music; o, Instrumental Music; p, Boys' Physical Education; q, Girls' Physical Education; s, Speech.

336. Guidance Services

Guidance services and their relationship to the general objectives and functions of the school; development of skill in the use of certain guidance techniques; evaluation of the role of teachers in the guidance program. Prerequisites: Psychology 121 and 126.

337. Educational Tests and Measurements

Various assumptions underlying the construction of educational tests, including aptitude, intelligence, achievement, and interest tests; construction of achievement tests in the field of the student's choice; use of tests results in elementary and secondary schools. Prerequisite: Psychology 126.

360. Elementary School Art and Music

The principles, methods, and materials adapted to the teaching of art and music in the elementary grades.

371m-372m. Elementary School Music (1½ unit ea.)
Principles, objectives, methods, and materials for the elementary school music specialist. Open only to music majors and minors. Must be taken in sequence.

445e-446e. Student Teaching: Elementary
or

445s-446s. Student Teaching: Secondary

This course, open only to seniors, is under the direction of college supervisors and supervising teachers of the public schools. Student teachers report for half-day sessions with their supervising teachers for one semester of the public school year (1½ terms), beginning when the public schools open in the fall. Weekly seminars are held with college supervisors. Prerequisite: written application to be filed with the Teacher Education Committee by May 1 of the junior year.

447. School Administration

Introductory study of school administrative principles and functions, particularly as related to Michigan public schools. Primarily for those who plan to go into elementary or secondary school administration.

450. Independent Study

The student carries out an individual investigation of an educational problem or develops a creative, usable project. The area of study should be chosen in the junior year with registration for credit in the second or third term of the senior year. Open only to senior Education majors.

SUPERVISORS OF STUDENT TEACHING

By arrangement with the Alma, Breckenridge, Ithaca, and St. Louis Public Schools, and with the cooperation of the administrative officers of these schools, student teachers from the college perform their student teaching under the supervision of experienced teachers in the elementary and secondary schools of these four communities. Following is a list of school personnel who participated in the program for the 1964-65 school year.

ADMINISTRATIVE AND SUPERVISORY PERSONNEL: Alma Public Schools

H. D. Hendricks, Superintendent
Leonard Kaslander, Principal, Alma High School
Howard Rittenger, Principal, Stilwell Junior High
Brian E. Beckley, Principal, Hillcrest and Pine Avenue Schools
Florence Bachi, Principal, Wright Avenue School
Martha Hale, Principal, Republic School
Delbert Hahn, Principal, Luce Road School
Margaret VanderHart, Elementary Music Supervisor

Elementary Teachers

Faith Best, B.S., Central Michigan University
Gladys Bobier, B.S., Central Michigan University
Harold Brock, B.A., Alma College
Ellen Chew, A.B., Western Michigan University
Kathleen Couke, B.S.,
Western Michigan University
Bernice Delavan, A.B., Alma College
Betty Ewer, A.B., Alma College
Naomi Fetzner, B.S., Central Michigan University
Wanda Gehrig, B.A., Michigan State University
Gretchen Goggin, A.B., Alma College
Leone Hall, B.A., Alma College
Charlotte Hicks, B.S., Central Michigan University
Doris Hicks, B.S., Central Michigan University
Fern Keller, B.S., Central Michigan University
Carol Kolar, B.A., Michigan State University
Erma LaPaugh, B.S., Central Michigan University
Bertha Lentz, B.S., Central Michigan University
Dorothy Lytle, B.A., Alma College
Esther Macklin, B.S., Central Michigan University
Madalin Muhn, B.S., Central Michigan University
E. May Pulliam, B.A., Michigan State University
Helen Sampson, B.A., Central Michigan University
Noreen Smith, B.S., Central Michigan University
Martha Springstead, B.S.,

Central Michigan University
Shirley Wallace, B.S., Central Michigan University
Virginia Washburn, A.B., Alma College
E. Mae Webb, A.B., Central Michigan University
Gail Weburg, B.S., Central Michigan University
Phyllis Whaley, B.S., Central Michigan University

Rosalie Zelinski, B.S.,
Western Michigan University

Secondary Teachers

Ethelyn Adams, M.A., University of Michigan
JoAnn Allen, B.A., Alma College
Hazel Beeson, M.A., Central Michigan University
Jack Bird, B.S., Central Michigan University
Elma Dykstra, B.A., Alma College
George Gibbs, B.S., Central Michigan University
Victor Hicks, B.A., Wheaton College, M.A.,
University of Michigan
Berdona Hogg, B.S., University of Colorado
Virginia Katz, B.A., Western Reserve University
Opal Leonard, A.B., Central Michigan University
Don Miller, B.A., Michigan State University
George Robertson, B.S., M.M.,
Northern Illinois University
Anna Shock, B.S., Central Michigan University
Alice Smith, A.B., University of Michigan
Bernice Smith, A.B., Central Michigan University
Richard Stuckey, B.S., Alma College
Michael Sweeney, B.S., M.A.,
Central Michigan University
Donald Tarbutton, B.S.,
Eastern Michigan University
Joseph VanDyke, B.S., Manchester College
Ruth Woods, B.A., Alma College, M.A.,
Michigan State University

**ADMINISTRATIVE AND SUPERVISORY PERSONNEL:
Breckenridge Public Schools**

George T. Telgenhoff, Superintendent
Gerald D. Hanson, Principal,
Breckenridge High School

Secondary Teachers
Ralph Preshaw, A.B., Albion College

**ADMINISTRATIVE AND SUPERVISORY PERSONNEL:
Ithaca Public Schools**

M. J. Neveaux, Superintendent
A. E. Angwin, Principal, Ithaca High School

Secondary Teachers

Ann Emery, A.B., Carroll College
Robert Strong, B.A., Alma College
Carl VunCannon, B.M.E.,
Central Michigan University

**ADMINISTRATIVE AND SUPERVISORY PERSONNEL:
St. Louis Public Schools**

Eugene Nikkari, Superintendent
C. Levant Caszatt, Principal, St. Louis High School
Joseph Halcomb, Principal,
St. Louis Junior High School

Secondary Teachers

Arthur Beard, B.S., Central Michigan University
M.A., University of Michigan
Sally Ebmeyer, B.A., Central Michigan University
Robert Lomerson, B.S.,
Central Michigan University
Bill Mayes, B.S., Central Michigan University
Lorraine Mayes, B.A., Central Michigan University
Dwight VanNote, B.A.,
Central Michigan University
Leatrice Warmbrunn, B.A.,
Michigan State University
Keith Wing, B.S., Central Michigan University

English

PROFESSORS CORNELIUS, KIRK; ASSOCIATE PROFESSORS MINER, WEGNER; ASSISTANT PROFESSORS STOREY, PORTER, PATTISON; MR. HEPBURN

The Department of English provides a strong major program and an opportunity for the non-major to enrich his studies and enhance his

awareness and understanding of the great achievements in literature and allied fields.

A major in the department serves not only as preparation for teaching and for graduate school work, but also as excellent training for the pre-professional student. Courses in the department, all of which involve the student in verbal analysis and written communication, are valuable cognates for any course of study.

The major in English requires one course from those numbered 150 to 201; 250-251-252; 330; two units from the 300 to 303 sequence, and either 401 or 402. All non-honors English majors (see English 450) must take one Independent Study course.

A teaching minor in English should include one course in five of the following groups: 150-151; 250-251-252; 300-301-302-303; 400-401-402-403; 350 or 460. The prospective teacher should also take Speech 123.

50-51. Composition (non-credit course)

Fundamentals of correct writing. Emphasis on major errors in structure and on coherence in organization. Classes will meet once a week for two terms. There will be weekly writing assignments. A student reaching the level of proficiency required for registration in English 100 may be excused from further work in this course at the discretion of the instructor. Satisfactory completion of this course will meet the minimum requirement in composition. Grades assigned will be S for satisfactory and U for unsatisfactory, and will not count on a student's cumulative point average.

100. Composition

A review of the structure and grammar of the English language. Composition work emphasizing unity, coherence, and emphasis in sentence structure and paragraph construction. Use of comparison and contrast, specific detail, negative detail, and specific instance.

150. Drama and Short Story

151. Poetry and the Novel

Development of the techniques of close reading and verbal analysis, and the application of these techniques to significant works in the major genres. Papers demonstrating proficiency in these techniques will be required. Need not be taken in sequence.

200. Advanced Composition

Recommended for English majors, students planning to go on to graduate work, and prospective school teachers. Prerequisite: English 100 with a minimum grade of "C" or a demonstrated proficiency in expository writing through one of the accepted patterns. (see page 16).

201. The Comic Spirit

Introduction to such techniques as satire, irony, parody, farce, and burlesque through the study of works chosen from the entire body of Western literature.

202. The Tragic View

Introduction to tragedy and to the distinctions which can be drawn between the tragic view and other views, such as the pessimistic and the melodramatic.

250-251-252. The History and Development of English and American Literature

A survey of major writers, historical forces, and literary periods. Emphasis on wide reading and on the development of a comprehension of the flow of ideas, techniques, etc., from Anglo-Saxon times to the present. English majors must take these units in sequence.

300-301. The Classical Temper

Recognition and understanding of classicism, evidenced in works selected from the entire body of Western literature. Introduction to two of the more important critical approaches to a literary work: the synoptic and the analogical. The synoptic examines the work in relation to the recurring themes and myths of the world's literature; the analogical examines it in relation to the times in which it was produced.

302-303. The Romantic Temper

Does with romanticism what 300-301 does with classicism.

330. Seminar in Bibliography and Methods

For English majors.

349. Independent Study

For English majors at the junior level.

350. Seminars in Literature

Content is at the discretion of the instructor, who may choose to examine a period, an author, a genre, etc. Examples: Romantic Poetry; Continental Literature; Restoration Drama; Hemingway and Faulkner; the Novel.

400. Chaucer

The Canterbury Tales, the *Troilus*, and other of Chaucer's writings, against the background of Medieval England.

401-402. Shakespeare

401 concentrates on Shakespeare's productivity before 1600, including the history plays, the early comedies, *Romeo and Juliet*, and *Julius Caesar*. 402 focuses on the major tragedies (*Hamlet*, *Lear*, *Othello*, *Macbeth*, *Antony and Cleopatra*), the problem comedies, and the final romances.

403. Milton

Major emphasis on *Paradise Lost*, with some attention to *Paradise Regained* and *Samson Agonistes*. Some prose pieces and minor poems are studied to discover the developing ideas and poetic forms brought to maturity in the major poems.

449. Independent Study for Seniors

450. Senior Thesis

Students qualifying for graduation with Honors in English must complete a senior thesis, approved and advised by the department.

460. Literature and the Modern World

Primarily for upperclassmen not majoring in English who wish to read with more understanding the literature of their own time and to see its relevance for contemporary society. Readings in fiction, poetry, drama.

Foreign Service

ASSOCIATE PROFESSOR JACKSON

The objectives of the major in Foreign Service are:

1. to provide directed courses of study for the student whose primary interest is in international affairs but who wants broader training in this area than can be acquired within normal departmental major requirements.

2. to provide the best preparation possible within the framework of a liberal arts curriculum for a career as a Foreign Service Officer with the United States Department of State.

3. to prepare students for graduate work in such inter-disciplinary fields as international relations, geographical area studies, and foreign service.

50 The Foreign Service major in Public Affairs re-

quires Economics 201-202, 311, 325; Foreign Service 440, 450; History 252, 325, 326, 333, 336, 348, 351, 354; two units of Mathematics 111-112-113; Political Science 112, 242, 247, 331-332, 441; Sociology 201 or 204.

The Foreign Service major emphasizing Economics requires Economics 201-202, 301-302, 325, 401-402; Foreign Service 440, 450; History 325-326, 335-336, 348; two units of Mathematics 111-112-113; Political Science 111-112, 242, 247, 441; Sociology 201 or 204.

440. Seminar

Integration and application of work taken in the various required courses. Problems considered will be determined by the international scene at the time the course is given. Prerequisite: consent of the Director of Programs in Foreign Service.

450. Senior Thesis

Prerequisite: consent of the Director of Programs in Foreign Service.

French

PROFESSOR AZARIAN; ASSISTANT PROFESSOR HAYWARD

Course offerings in French address themselves to the assumption that no man is liberally educated unless he comprehends a language other than his own. Such comprehension is desirable for a very basic reason: it enables him to communicate in another language. But it is important too in that it acquaints him with a culture different than his own, challenging and developing his capacity to understand and respect the unfamiliar.

In addition to the required minimum of nine units in French, the major is encouraged to take courses in English literature, European history, and another foreign language. The major requirements are such as to allow the election of a double major.

111. Elementary French

Fundamental training in the speaking, reading, and writing of simple French. Laboratory exercises form an integral part of the course to develop listening and speaking ability. Open to students with no language or one year of high school French.

112-113. Intermediate French

Continuing development of listening, reading, and speaking ability through study of representative French works and of characteristic aspects of French life and culture. Laboratory exercises to complete mastery of basic language patterns and vocabulary. Prerequisite: French 111 or equivalent.

227. French Civilization

Conversation and composition in French on geographical, historical, literary, and other aspects of French civilization, along with considerations of French life today. Prerequisite: French 113 or equivalent.

228. Oral French

Summaries and oral reports on various reading materials to develop proficiency in oral expression. Prerequisite: French 113 or equivalent.

236. Pronunciation and Diction

Analysis of sounds and study of syllabification, intonation, and articulation. Laboratory exercises.

*333. Advanced Composition and Conversation

A functional review of basic grammar, with special emphasis on the development of style and precision in expression.

*335-336. History of French Literature

An outline of French literature from its origins to the present, with readings from significant works of each literary period.

*338. French Poetry

Principles of French versification. Poetry of the various literary movements and masterpieces of eminent poets. Exercises in literary analysis.

*443. French Tragedy

The development of French neoclassical theory in major characteristic tragedies.

*444. French Comedy

The evolution of comedy in French literature; study of its most important aspects in selected works.

*445. The French Novel

Representative novels are read and interpreted against their historical background.

450. Independent Study

Qualified advanced students may arrange independent study in areas not covered by existing courses. Prerequisite: senior standing or permission of the instructor.

*Prerequisite: French 227 or 228



FRAM I

FRV



Geology

PROFESSOR EYER

Offerings in geology are designed to contribute to the liberal education of the non-science student by acquainting him with geological processes and their resultant forms; introducing him to the concept of geologic time, to earth history, and to evolution; and enabling him to see these processes, forms, and concepts in the field.

It is also intended for students who wish training in geology as a cognate to some branch of biology (such as forestry, conservation, or ecology) or as a foundation for graduate level work in geology.

German

ASSOCIATE PROFESSOR VAN ZWOLL

Course offerings in German address themselves to the assumption that no man is liberally educated unless he comprehends a language other than his own. Such comprehension is desirable for a very basic reason: it enables him to communicate in another language. But it is important too in that it acquaints him with a culture different than his own, challenging and developing his capacity to understand and respect the unfamiliar.

The German major shall include German 111, 112-113, 227 or 228, and 335-336.

111. Elementary German

Pronunciation, vocabulary, structural analysis, oral and written communication. Audio-lingual practice. Selected readings.

112-113. Intermediate German

Continued audio-lingual and written practice; structural analysis; reading and discussion of rep-

101. Physical Geology

The physical processes of the earth, such as weathering, erosion, volcanism, mountain formation and glaciation; land forms resulting from these processes. Laboratory and field study offering experience in measuring, sampling, and observing specific geologic features in Michigan. Prerequisite: Chemistry 101.

102. Historical Geology

History of the earth and its geological changes, particularly those occurring in North America. Attention given to the fossil forms associated with the geologic periods of the earth's past. Laboratory and field examinations of fossils and land surface geology supplement the course content. Prerequisite: Geology 101 or permission of instructor.

representative German authors. Prerequisite: German 111 or equivalent.

227. German Civilization

Reading and discussion of German history, literature, science, and civilization; review and elaboration of grammar; vocabulary development. Prerequisite: German 113.

230. Conversation and Composition

Organic development of oral and written mastery of the German language. Emphasis on style and idiom. Contemporary literary works and Hörspiele used as models. Prerequisite: German 113.

*310. Early Modern Literature

German literature from late medieval through Baroque. Literary movements, ideas, and monuments of Mysticism, Humanism, Reformation, and Baroque.

*311. The 18th Century

German literature of the Enlightenment; Pietism, Rococo, and Sturm and Drang.

*312. Early 19th Century

Classicism in German literature: Goethe and Schiller. The Romantic movement in Germany: Schlegel, Novalis, Hoffman, and others.

*Prerequisite: German 227 or 228.

***313. Late 19th Century**

From realism to naturalism. Development of the novel and the novelle. The dramas of Grillparzer, Hebbel, Büchner.

***314. The 20th Century**

From naturalism through magic realism. Selected readings from Hauptmann, Hofmannsthal, Mann, Rilke, Brecht, Kafka, and others.

***335-336. Introduction to German Literature**

A survey of German thought and literary movements. Reading and discussion of selected German literary masterpieces from each significant period.

Health and Physical Education

ASSISTANT PROFESSOR HAYDEN; PROFESSOR ARTHUR SMITH; ASSISTANT PROFESSORS CARR, SOUTHWARD

The Department seeks to give every student the desire, the knowledge, and the skills to maintain a level of physical fitness adequate to his daily needs. In addition, it provides pre-professional training, offering a major to students who want to become athletic coaches, recreation workers, or teachers and supervisors of physical education. The major should include three units in Group I, two units in II, and four units in III (including not more than three fractional courses).

The minor should include two units in Group I, one unit in II, and three units in III.

Group I: 225, 237, 444, 449

Group II: 226, 338, 339, 442

Group III: 111-121, 221, 240, 327, 331 or 333, 334, 335, 336.

111. Foundations of Physical Education (½ unit)

Develops an understanding of the value of participation in physical activities and aids in deter-

*Prerequisite: German 227 or 228.

450. Independent Study

Qualified advanced students may arrange independent studies in areas not covered by existing courses. Prerequisite: senior standing or permission of the instructor.

Greek

ASSISTANT PROFESSOR ANDERSON

111-112-113. New Testament Greek

A study of Greek grammar, syntax, and vocabulary. Translation of representative passages of the New Testament.

mining individual physical needs and abilities. Lectures, discussions, and activity. Required of all freshmen during the first term.

112. Survey of Physical Education (½ unit)

Provides an opportunity to acquire some basic skills in a variety of recreational sports. Men's activities include handball, trampoline, combatives, bowling, and badminton. Women's activities include badminton, bowling, volleyball, basketball, and trampoline.

Any of the following activity courses may be elected to complete the Physical Education requirement. Each is a ½ unit course.

113. Beginning Tennis

114. Intermediate Tennis

115. Beginning Golf

116. Intermediate Golf

117. Beginning Swimming

118. Advanced Swimming and Diving

119. Gymnastics

120. Modern Dance

121. Archery

221. First Aid (½ unit)

Satisfactory completion of this course qualifies the student for a Standard Red Cross Certificate.

225. Human Physiology

The anatomical and physiological structures and functions of the human body. Prerequisite: Biology 101.

226. Health Principles and Practices

An examination of the problems of social and community health, to give the student a better understanding of his mental and physical being.

237. Introduction to Physical Education

Introduces physical education majors to the general field of physical education, recreation, and health. Deals with the history of physical education, and with its objectives, principles, and theories. In addition to lectures and discussions, students are given the opportunity to assist in Health and Physical Education 111. Required of all physical education majors.

240. Theory and Fundamentals of Dance

Introduction to social, folk, square and creative dance. Includes rhythmic analysis of movement, approaches to dance analysis, study of dance in various cultures, and practice in the skills of dance.

327. Choreography of Modern Dance

Choreography of dance studies and dance compositions, philosophy of dance, and critical evaluation of dance as an art form. Prerequisite: Health and Physical Education 120 or consent of instructor.

331. Theory of Coaching Football and Track

Theory of coaching, techniques of training and officiating, strategy and style of play, rules, educational responsibilities of football, and administration of track meets.

333. Theory of Coaching Basketball and Baseball

Similar to 331.

334. Theory and Practice of Individual Sports

Provides physical education majors with a working knowledge of various individual sports. Develops skills in the performance and analysis of each

activity, with attention to strategy and style of play. Included are tennis, golf, badminton, bowling, and archery. Prerequisites: Health and Physical Education 113 and 115 or proficiency in tennis and golf.

335. Theory and Fundamentals of Team Sports for Women

Skills of playing and officiating, strategy, and rules of team sports for women: soccer, speedball, field hockey, basketball.

336. Aquatics and Gymnastics

Theory and analysis of techniques of swimming, diving, synchronized swimming, and gymnastics. For physical education majors.

338. Introduction to Recreation

Organization and administration of community recreation, current trends in camping and outdoor recreation, with emphasis on program direction and counseling techniques.

339. Physical Education in the Elementary School

Methods of teaching physical education activities, practice in planning a physical education curriculum, and laboratory experience in the teaching of physical education in one of Alma's elementary schools. Required of all majors in elementary education.

442. Organization and Administration of Health and Physical Education

Includes curriculum, school and community problems of supervision, time studies, budget preparation, facilities and equipment, intramural programs.

444. Kinesiology

Anatomical and mechanical analysis of physical education activities.

450. Independent Study

Research in Health and Physical Education under the supervision of the Department, culminating in the senior thesis or research project. Open to major students only.

History

ASSOCIATE PROFESSORS BLACKBURN, ARMSTRONG; ASSISTANT PROFESSOR MCGILL; MR. MOFFETT

The objectives of the Department of History are:

1. To bring each student to a better understanding and appreciation of different civilizations.

2. To enhance each student's knowledge of his own society, so that he may participate more intelligently in it.

3. To provide training for those planning to teach history or to study it at the graduate level. The Department recommends that the major include at least two courses in American history, two in European history, and two in non-western history. One Studies course must be taken.

221. England From Henry VII to Anne

The transition from medieval to modern England, with special emphasis upon the interrelationship of important figures with political, social, and intellectual problems of the Tudor-Stuart era, and upon successive interpretations of key problems by historians from that time to the present.

223. Colonial and Revolutionary America, 1607-1789

The founding and development of the English colonies; the background, nature, and results of the Revolution; and the adoption of the constitution, with special attention to changing interpretations from Bancroft to the present.

231. The Reformation in History

The era of the Reformation used as a model for the examination of the factors and forces which produce events. Particular attention to the Reformation's place in the general historical development of Europe.

232. The Age of Revolution in Europe

Comparison of the great revolutionary movements in Europe, with special emphasis on 1789 and 1848. Particular attention to the impact of these movements on the political and social structure of Europe.

252. The Far East

Comparison of three civilizations in the Far East — The Indian, the Chinese, and the Japanese — from ancient times until the present. Analysis of the impact of western forces upon these civilizations.

313. Medieval Civilization

The emergence of European society and the development of a European civilization, with particular attention to the High Middle Ages.

324. The United States, 1789-1865

The National period from the promulgation of the Federal Constitution to the close of the Civil War, with attention to such topics as the Jeffersonian Revolution, the Second War with England, the Industrial Revolution, the Age of Jackson, and the Civil War.

325. The United States, 1865-1914

The expansion of the United States from the close of the Civil War to the outbreak of World War I. Included are Reconstruction, the Revolution in Industry and Labor, the Agrarian Crusade, the War with Spain, and the Progressive movement.

326. The United States, 1914 to the Present

The domestic and external changes in the United States in the 20th century, with attention to such topics as World War I, the New Deal, World War II, and the onset of the nuclear age.

335. Modern Europe, 1870-1914

European society and politics in the age of nationalism and imperialism prior to 1914. Particular attention paid to "new" states of Imperial Germany and the Third Republic and to the diplomacy of the great powers.

336. The Origins of World War II

Europe between the wars; the crises which produced World War II; the role of National Socialism and Fascism.

348. Russia

The development of historic Russia from the Kievan period in the ninth century through the formation of the modern Soviet state.

351. The Middle East Since 1914

An analysis of the formation of new states following the breakup of the Ottoman Empire and of the internal and external forces which have shaped this area in the 20th century.

354. Latin American History

Includes such topics as the conquest of America by the Iberian states, the development of colonial institutions, the treatment of the Indian, the independence movement, the struggle for stable government and the rise of liberalism. Emphasis upon Mexico from the Revolution of 1910 to the present.

430. Independent Study

Topics to be assigned by the staff. Prerequisite: consent of the Department.

490. Historiography

Finding, appraising, and interpreting the sources of history and presenting the results in expository form. Specific exercises in criticism, analysis of the works of important historians from Herodotus to the present, and consideration of such general topics as the function of history and historical schools, theories, and philosophies.

The following Studies courses allow students to explore material and documents in depth. An extensive paper is required. A studies course taken in the senior year will fulfill the major requirement for a senior thesis.

431. Ancient History**432. Intellectual History of Modern Europe****433. Economic and Social Changes in Europe****434. Imperialism — Old and New****435. Middle East****436. American History**

Mathematics

PROFESSORS TOLLER, THORNDIKE; ASSOCIATE PROFESSORS SKINNER, MYHRUM, LOCKSLEY

Non-science students who feel that some knowledge of mathematics is an integral part of a liberal arts education will find courses in the Department designed with them in mind. So too will students who wish to fulfill the requirements of a pre-professional program and those who have decided to make mathematics their profession.

The major in Mathematics must include Mathematics 211-212-213 and 311-312-313. Mathematics majors are strongly urged to elect Physics 121-122-123.

101. Fundamentals of Mathematics

A review of elementary algebra. Required of all students who do not make a satisfactory score in

the mathematics entrance examination and open only to them.

111-112-113. Mathematics for Liberal Arts Students

A terminal course for those students who do not plan to take further mathematics. Development of the real number system, principal proofs, and various topics of algebra and set theory. Includes an introduction to higher mathematics, in the form of elements of linear programming, information theory, matrix theory, computers, and theory of games. Designed for students whose major interests are in the arts and social sciences rather than in mathematics or the physical sciences. The value of mathematics as a cultural subject is stressed, as well as the development of some skill in manipulation.

115. College Algebra and Trigonometry

Includes applications of quadratic equations, determinants, complex numbers, progressions, permutations, combinations, probability, trigonomet-

ric theory and application. Integration of the two areas increases their usefulness.

117-118. Analytic Geometry and Calculus

Similar to but less rigorous than Mathematics 121-122-123.

121-122-123. Introduction to Analysis

For students who have a strong background in high school mathematics, including two years of algebra, one year of geometry, and one semester of trigonometry. Reasonably rigorous examination of the foundations of the calculus. Plane and solid analytic geometry, limits, derivatives, integration, parametric equations, Taylor series, and partial differentiation.

211. Differential Equations

Standard types of ordinary differential equations of first and higher orders and their applications to chemistry and physics. Prerequisite: Mathematics 118 or 123.

212-213. Advanced Calculus

Bridges the gap between introductory calculus and graduate study. Includes functions of several variables, infinite series, Fourier series, Orthogonal functions, functions of a complex variable,

and partial differential equations. Prerequisite: Mathematics 211.

311. Spatial Geometry

Spatial and n-dimensional coordinate geometry. Configuration of planes and lines, quadric surfaces, and algebraic curves. Emphasis on the relationships among geometrical figures in space, matrices, and algebraic theory. Prerequisite: Mathematics 118 or 123.

312-313. Linear Algebra

The algebra and geometry of finite-dimensional linear vector spaces and their linear transformations. Systems of linear equations, matrix algebra, and the theory of eigenvalues and eigenvectors. Applications of matrices to problems of biology, economics, and physics. Prerequisite: Mathematics 311.

411: College Geometry

A modern view of the fields of geometry that includes postulates and principles of Non-Euclidean and Euclidean geometries.

450. Independent Study

Students individually pursue a topic in mathematics beyond the point reached in formal class study. Prerequisite: Mathematics 213.

Music

PROFESSOR SULLIVAN; ASSISTANT PROFESSORS BELLVILLE, RUSSELL, KOTTICK; MR. COON

The objectives of the Department of Music are:

1. To foster in all students a broad understanding of our cultural and esthetic ideals.
2. To provide prospective music teachers with the appropriate knowledge, skills, and attitudes.
3. To provide a foundation in the science and art of music for students wishing to go on to graduate work (creative, performing, or scholarly) in music.

The major in Music will include Music 121-122-123, 221, 443-444-445, and demonstrated ability to perform representative works from the important periods of one area of applied music. Normally, a Music major will take applied music through four years.

Students wishing to be certified for secondary school music teaching must also take Music 337-338; Education 121, 126, 331, 332, and 445s-446s; and must pass a functional piano proficiency examination. (Pianists must pass a vocal proficiency examination.) In addition, instrumentalists must take Music 441 and 442. Certification may be extended to include the El-

elementary grades by taking Education 371m and 372m.

A teaching minor must include Music 113, 121-122-123, 337, 338, and two years of applied music.

Students preparing for graduate study will take additional courses, recommended according to their area of specialization.

113. Music Appreciation

Development (through extensive use of recordings) of techniques of listening, a basic repertory, and a knowledge of elements, styles, and forms. For the non-music major who wants to enlarge his capacity to enjoy music by adding to his understanding of it.

117-118. Class Voice (½ unit each)

Develops an understanding of the principles of singing and an ability to sing with pleasing tone and good musical style. For the student with little or no previous voice training. Studio fee: \$2.00.

121. Music Theory, I

Introduction to scale forms, intervals, and triads, leading to the four-part harmonic style of the 18th century. Rhythmic, melodic, and harmonic dictation, as well as sight-singing in correlation with the above.

122. Music Theory, II

A continuing study of four-part harmony, using seventh chords, altered chords, and modulations. Dictation, sight-singing, and creative writing are required. Prerequisite: Music 121.

123. Music Theory, III

Nineteenth century chromatic harmony and contemporary compositional techniques. Creative writing is required. Prerequisite: Music 122.

221. Music Theory, IV

Sixteenth century counterpoint in the style of Palestrina. Creative writing. Prerequisite: Music 123.

320. Music in Worship

The function and practice of music in the worship service, as evidenced in the development of music and liturgy in the church. Comparison of liturgies; consideration of hymns, anthems, and organ music suitable for the church service.

321. Music Theory, V

Detailed structural, stylistic, and harmonic analysis of representative late 18th and 19th century works. Score study and outside listening required. Prerequisite: Music 123.

323. The Symphony

The standard orchestral repertory and its antecedents, with particular attention to the symphony and its related forms from the classical period to the present. Prerequisite: 113 or 121.

324. Music of the Twentieth Century

The stylistic trends and ideals of the "New Music" of our times, as evidenced in the work of such composers as Debussy, Schoenberg, Stravinsky, Hindemith, Boulez, and Stockhausen. Consideration of the latest developments in electronic and computer music and jazz. Extensive listening required. Prerequisite: Music 113 or 121.

337-338. Conducting and Score Reading, I and II (½ unit each)

Development of the basic skills of the choral and instrumental conductor. Special emphasis on rehearsal techniques and procedures, score reading, problems of interpretation, organization and activities of choral and instrumental groups, program building, and choice of materials for the choral and instrumental library.

443-444-445. Music History and Literature

Includes reading, individual reports, performances, stylistic analysis, and intensive listening with score. Representative works from all style periods. Music 443: from antiquity to 1450; 444: 1450 to 1750; 445: 1750 to the present.

450. Independent Study

Intensive study of some definite problem or area in music theory, musicology, or music education under faculty supervision. Open to all students who are majoring in music upon approval of the music faculty.

Applied Music

Open to all students, subject to the approval of the instructor, with whom the student should audition prior to registration. Programs of study are designed to meet each student's individual needs.

Credit will be given only for three full terms of study; $\frac{2}{3}$ unit for 7 hours of practice for each half-hour weekly lesson, $1\frac{1}{3}$ units for 14 hours of practice for each hour-long weekly lesson.

The non-major may study an orchestral or band instrument on any level of proficiency. The music major who plans to concentrate in instrumental music should present a knowledge of his instrument upon entering — fundamentals, technique, tone production and support, attack and release, rhythm, and interpretation. He should be able to play several numbers from his instrument's standard repertoire.

A student concentrating in a woodwind instrument will be expected to master the allied woodwind instrument also: e.g., the flute student will also learn the piccolo, etc. A student concentrating in percussion will master all the percussion instruments, including timpani, xylophone and bells, snare drum (all rudiments), bass drum, and all accessories.

Selected students will be presented in recitals throughout the year. In addition, instrumental students will be expected to perform in the Concert Band and to audition for the Alma Symphony Orchestra. Outstanding players will have an opportunity to appear in solo performance with the latter.

161-461. Voice

During the first year emphasis is on development of adequate breath control and support, good tone

quality, clear diction, and the ability to interpret suitable English and Italian songs artistically. This will continue in succeeding years, with the repertory extended to cover representative works from the important periods of song literature — including French art songs, German Lieder, modern compositions in English, and arias from opera and oratorio.

171-471. Piano

Standard keyboard technique; representative works from the significant periods of piano literature.

181-481. Organ

Major students should acquire a repertory of compositions representative of the significant schools of organ literature from the sixteenth through the twentieth centuries. Prerequisite: an adequate background of piano study.

191-491. Strings: (1) Violin; (2) Viola; (3) Violincello; (4) Double bass. (These will be recorded in four digits: for example, 3913 will designate junior-level violincello; 1912 will designate freshman viola; etc.)

192-492. Woodwinds: (1) Flute; (2) Oboe; (3) Clarinet; (4) Bassoon; (5) Saxophone.

193-493. Brass: (1) Trumpet; (2) Horn; (3) Trombone; (4) Euphonium; (5) Tuba.

194-494. Percussion.

Music Ensembles (see also pp 31-32)

Credit ($\frac{2}{3}$ unit) will be given only for three full terms of satisfactory participation in Band or A Cappella Choir, but not more than two years' participation ($1\frac{1}{3}$ units) may be applied toward graduation requirements. Participation in Orchestra, Duo-piano, Alma Singers, and Choral Union is without academic credit.

151-451. A Cappella Choir

153-453. Band

Philosophy

PROFESSOR DYKSTRA; ASSOCIATE PROFESSOR
PING; ASSISTANT PROFESSOR BOWMAN

The philosophical temper begins with wonder and is nurtured by disciplined thought. Through its participation in the core curriculum and in the general dialogue within the college community, and through its course offerings, the Department of Philosophy seeks to stimulate this sense of wonder and to encourage the development of a capacity for analytic and critical judgment. To this end philosophy courses invest the time of students in the consideration of outstanding works from the history of philosophy and from contemporary thought. What is basically sought in these courses is thoughtful and critical reflection on different points of view in regard to reality, being, knowledge, and value. While this end serves no particular vocational or professional objective, the Department's conviction is that this discipline contributes to that state of the intellect which brings with it a power and a grace suited to every work and profession.

The major in Philosophy must include Philosophy 214, 315, 316. The department will, in consultation with the individual student, designate four units of cognate work. A student who has by his junior or senior year established a strong cumulative academic record and a good record in work taken in the Department will be invited to enroll in one or more units of independent study offered by the Department.

203. Critical Thinking

An introductory course in logic. Elementary semantics, common fallacies in inference, the analysis of arguments, the logic of induction and deduction. Emphasis primarily functional. Designed to develop specific skills.

214. Introduction to Philosophy: Plato and Aristotle

Pre-classical and classical Greek thought as a major fountainhead of western philosophical and scientific reflection. Introduces the student to the nature of philosophical inquiry and to basic problems involved in man's attempt to understand and evaluate the world in which he lives. Readings from Plato, Aristotle, and others.

315. Rise of the Modern Mind

Primarily concerned with the ideas which have shaped the modern world, including the thirteenth-century synthesis of Aquinas, and focusing on western thought from the 17th to the 19th centuries. Readings from Descartes, Locke, Hume, Kant, and others.

316. Recent and Contemporary Philosophy

Major figures and developments in 19th and 20th century philosophy. Idealism, existentialism, pragmatism, language philosophy. Readings from Hegel, Schopenhauer, Nietzsche, Kierkegaard, Sartre, Tillich, James, Dewey, Whitehead, Wittgenstein, and others.

326. Ethics

Basic issues in ethics and representative attempts to deal with them. The nature of ethics, definitive ethical directives for life, selected ethical problems in contemporary life, current developments in ethical thought.

328. Philosophy of History

An inquiry into the possibilities of finding meaning in human history. Selected philosophies of history and/or civilization. Examination of classical, modern, and Christian interpretations of history, and of methodological problems in the study of history.

330. Philosophy of Science

Science as a major element in modern culture. The implications of man's work as scientist; the nature of scientific activity, its methods, presuppositions, and principles; the possibilities and limitations of science and its relations to other kinds of human activity.

339. Philosophy of Religion

An inquiry into problems of religious thought, with particular reference to the questions of religious language and of existence.

445. Philosophy Seminar

An intensive study of selected problems in philosophy, the subjects to be announced. Preparation of student papers for student and staff criticism. If different subjects are treated, the course may be taken more than once for full credit. Prerequisite: permission of the department.

449. Independent Study: Reading

Individual study of a particular subject in philosophy. Designed to foster intensive acquaintance with a selected part of the literature through a planned program of reading. Prerequisite: permission of the department.

450. Independent Study: Thesis

Individual research culminating in the preparation of a major paper. Prerequisite: permission of the department.

Physics

PROFESSOR TOLLER; ASSISTANT PROFESSORS FULLER, SPLITSTONE

The Physics Department offers two programs: first, an "R" curriculum (research oriented and more intensive), designed for majors who will go on to advanced study in physics; second, an "S" curriculum, for students who will teach high school physics. In addition, courses are offered for students whose major interests lie elsewhere, but who believe a liberally educated person should have some knowledge of physics.

The "R" major consists of Physics 121R-122R-123R, 221R-222R, 321R-322R, and 421R-422R. Chemistry 331-332-333 is strongly recommended. The "S" major consists of Physics 121S-122S-123S; 221S-222S; one unit of 241-242-243 or 321S-322S; two units of 341S-342S-343S; and 421S.

112-113. General Physics

For liberal arts students. Mechanics, heat, wave phenomena, electricity and magnetism, light. Special emphasis on modern physics and on the relationship between living organisms and the laws of physics. Two hours of laboratory a week.

121-122-123. ("R" or "S") Introduction to Physics

For chemistry, mathematics, and physics majors, and pre-engineering students. Intensive study of mechanics, heat, wave phenomena, electricity, and light. Major emphasis on problem solving. Two hours of laboratory a week. Topics in modern physics are presented as honors work. Prerequisite: Mathematics 118 or concurrent registration in Mathematics 121-122-123.

221-222-223. ("R" or "S") Mechanics and Thermodynamics

An introduction to the laws of thermodynamics and their basic applications. Selected topics in mechanics include the harmonic oscillator, central forces, motion of a system of particles, statics of rigid bodies, gravitation, moving coordinate systems, and the mechanics of continuous media. Vector analysis is used. Lagrange's equations and statistical mechanics are presented as honors topics. Prerequisites: Physics 123 ("R" or "S") and concurrent registration in Mathematics 211.

241-242-243. Intermediate Laboratory (1/2 unit ea.)

Three types of experience: performance of higher level experiments than those done in the introductory courses; use of power tools such as the band saw, drill press, lathe and milling machine; designing and performance of original experiments. Three hours of laboratory a week. Prerequisite: Physics 113 or 123 ("R" or "S").

321-322-323 ("R" or "S") Electricity and Magnetism

Vacuum tube and solid state electronics, electric and magnetic fields, dielectrics, magnetic materials, and electro-magnetic radiation. Maxwell's equations are derived. Vector analysis is used. Topics in physical optics are presented as honors work. Prerequisite: Physics 222 ("R" or "S").

341-342-343. Electricity and Magnetism Laboratory (½ unit each)

Parallels the subject matter of Physics 321-322-323 ("R" and "S"). Three hours of laboratory a week. Prerequisite: Concurrent registration in Physics 321-322-323 ("R" or "S").

351-352-353. Seminar (½ unit each)

Examination and discussion of current literature in physics. Prerequisite: Physics 113 or 123 ("R" or "S").

421-422-423 ("R" or "S") Modern Physics

Topics include X-rays, radioactivity, atomic structure, nuclear physics, cryogenics, and the solid state. Quantum mechanics is presented as honors topic. Prerequisite: Physics 322 ("R" or "S").

441-442-443. Modern Physics Laboratory (½ unit each)

Parallels the subject matter of Physics 421-422-423 ("R" and "S"). Three hours of laboratory a week. Prerequisite: concurrent registration in Physics 421-422-423 ("R" or "S").

445-446-447. Seminar (½ unit each)

Examination and discussion of current literature in physics. Prerequisite: Physics 351-352-353.

450-451-452. Independent Study (½ unit each)

An honors course in which students are challenged with modest research projects. Prerequisite: Concurrent registration in Physics 421, 422, or 423 ("R" or "S").

Political Science

MR. AGRIA

The objectives of the Department of Political Science are to prepare the students for responsible citizenship, for government service, and for advanced work in political science. In general, the course work seeks to help the student understand political behavior and formulate standards by which to judge political principles, activities, and institutions.

The major includes Political Science 111, 112, 331, and 332.

111. Introduction to Political Science

The scope, methods, and theories of political science. Discussion of the problems, concepts, and ideas basic to the discipline. Brief introduction to the fields of political science.

112. The American System of Government

The principles, politics, structure, and functions of American national, state, and local governments. Emphasis on intergovernmental relations in the federal system. Examination of methods of popular control and of the responsibilities of citizens. (Not open to students who have taken Political Science 131.)

242. Comparative Governments

The political systems of various nations, with attention to the similarities and differences in political processes and principles.

245. American Politics and Parties

The nature and function of political parties and pressure groups and their role in the political process. Some attention to public opinion.

247. International Politics

The factors influencing foreign policies and the relations between nations, with special emphasis on international tensions and their resolution.



331. Political Theory, I

Analysis of political theories from the Greeks through the 17th century. Readings from major contributors to political thought.

332. Political Theory, II

Modern political theories, starting with the 18th century, with emphasis on fascism, communism, and democracy.

346. American Constitutional Law

The Constitution as interpreted by the Supreme Court, with emphasis on individual rights.

441. Problems of American Foreign Policy

Primarily concerned with problems related to national interest in the nuclear age.

442. Administration of Public Policy

Administration of public policy in American government, with attention to the problem of maintaining responsible bureaucracy in a democracy.

447. Seminar

Papers and discussion dealing with contemporary political problems or with new literature in the field.

450. Independent Study

An intensive reading and research course.

Psychology

PROFESSORS KLUGH, HENLEY; ASSOCIATE PROFESSOR WERNER; ASSISTANT PROFESSORS ROSENQUIST, CRANDALL; MR. KNARR

Course work in Psychology addresses itself to three kinds of students:

1. Those whose vocational function will bring them into close relationship with other human beings and who could therefore make good use of a more precise understanding of the content and methods of behavioral science. Among others, this would include students expecting to enter social service work, personnel work, medicine, and the ministry.

2. Those who will go on to graduate work in psychology.

3. Those whose vocational interests lie primarily outside the area of human behavior, but who wish to understand better the dynamics of human behavior, including their own.

The major should include Psychology 121, 126, 449-450, and two units from 422a, b, or c. A proficiency in mathematics normally attained

by successful completion of Mathematics 113-114 is required. Majors should also take a course in biology.

***121. Analysis of Behavior — Introduction to Psychology**

Stresses scientific method and its application in the development of a functional analysis of behavior. Methods by which behavior can be predicted and controlled are studied and implemented in the laboratory.

***126. Human Development**

The intellectual, physical, social, and emotional growth of the human, from the pre-natal period through adolescence, with particular emphasis (in required laboratory) on the means of discovering and dealing with individual differences. Prerequisite: Psychology 121.

302. Physiological Psychology

The relationship between the physiology of the nervous system and behavior, with emphasis on the physiology of emotion and motivation. Laboratory period required. Prerequisite: Biology 112.

*Prerequisite to all advanced courses in Psychology.

303. Sensation and Perception

The structure and function of receptors, psychophysics, and classical perception, and the effect of motivation on perception. Laboratory period required. Prerequisite: Psychology 302.

304. Motivation and Learning

Research and theory in human and animal learning. Laboratory period required. Prerequisite: Psychology 303.

311. Abnormal Psychology

The development of personality from adolescence through maturity, with emphasis on mechanisms of adjustment and the development of psychopathology.

312. Advanced Concepts and Theories of Personality

Research findings in the area of personality; their relationships to the structure of selected theories of personality. Emphasis on Freud and the neo-analysts. Prerequisite: Psychology 311.

325. Statistics

Descriptive and inferential statistics, including elementary NXN analysis of variance. Primarily for students in biology, psychology, and sociology. Prerequisite: one year of college mathematics or consent of the instructor.

332. Testing and Measurement of Behavior

The mathematical bases of test development, projective and paper and pencil tests of personality, performance tests, attitude scales, and intelligence testing. Prerequisite: Psychology 325.

336. Social Psychology

The effect of group stimuli on the response systems of the individual. Emphasis on development of prejudice, social control of behavior, and research on attitude changes.

339. History and Systems

The philosophical roots of psychology, schools of psychology, current behavior theory.

422a, b, c. Current Literature (1/3 unit each)

Three units may be taken. Meets one hour weekly. Discussion of current research literature of mutual interest to instructor and student. Each instructor offers the course in turn. Any two units are required of each major student, normally taken during the senior year. A more thorough description of the literature studied will appear on the student's permanent record after completion of the course.

449-450. Independent Study

An independent investigation, planned and executed with the help of the adviser, culminating in the senior thesis. Title of the thesis will appear on the student's permanent record.

Religion

ASSISTANT PROFESSOR BOWMAN; MR. WALSER

The objectives of the Department are:

1. To explore the nature of the Christian faith and to render explicit the implications of that faith for individual and social life.

66 2. To provide a disciplined study of the major religious traditions of the world which com-

prise the broader matrix of man's religious experience.

3. To cultivate an understanding of the fundamental nature of religion and of its meaning for human existence.

4. To relate religion to other college disciplines so as to encourage significant dialogue.

The Department of Religion recommends its major to those who desire an informed appreciation of man's religious experience and to those interested in church-related vocations or graduate theological education.

The major must include Religion 201 or 202; 205 or 206; 210; 217 or 218; 226 or 321. Philosophy 326 and 329 may be credited toward the major.

201. Biblical Faith and Tradition, I

The Old Testament, its history, literature, and interpretation, with particular emphasis on its continuing significance for the understanding of the Judeo-Christian tradition.

202. Biblical Faith and Tradition, II

The New Testament, its history, environment, literature, and principal spokesmen. The message and witness of the confessing Church.

205. Christian Faith and Tradition, I

Ancient Christianity. The formative centuries of the Christian tradition with special attention to the development of the doctrines of God and Jesus Christ.

206. Christian Faith and Tradition, II

Reformation thought. An analysis in depth of selected writings by Luther and Calvin with a view to appreciating their contributions to Protestant Christianity.

210. Biblical Perspectives

Major theological themes of the Old and New Testaments, particularly the historical development of the Bible's perspectives regarding man's nature, dilemma, and destiny.

217. Wisdom of the East, I

Major religious traditions and philosophical systems of the Far East, especially Hinduism, Buddhism, Confucianism, and Shintoism; the history, thought, and contemporary role of these non-western religions and philosophies.

218. Wisdom of the East, II

The thought patterns and religious expressions of the Near East and Africa; the history, teachings, and contemporary role of Christianity, Judaism, Islam, and African religious thought. Encounters among the religions.

226. Christian Ethics

What disposition, meaning, and consequence might the Christian faith, if taken seriously, impart to the life of man? A critical investigation of various answers to this question suggested by major individuals in the Christian tradition.

301. The Prophetic and Wisdom Literature of the Old Testament

An examination in depth of selected portions of the Old Testament, particularly the books of Amos, Hosea, Isaiah, Jeremiah, Proverbs, Job, and Ecclesiastes.

302. Paul

The man, his world, and his thought. The normative significance of his interpretation of the person and work of Jesus Christ for the emerging Christian community.

321. Readings in Contemporary Christian Thought

The writings of such outstanding figures as Barth, Bultmann, Reinhold Niebuhr, Tillich, and others. Consideration of related developments such as existentialism, linguistic analysis, and secular ideologies.

324. Religion and Contemporary Literature

Modern novels and plays as theologically suggestive of and relevant to religious questions. Representative selections from contemporary literature.

325. Christian Doctrine of Man

The theological appraisal of man with special attention to the relation of this view to other current views of man.

449. Independent Study: Reading

Individual study of a particular subject in religion. Designed to foster intensive acquaintance with a selected part of the literature through a planned program of reading. Prerequisite: permission of the Department.

450. Independent Study: Thesis

Individual research culminating in the preparation of a major paper. Prerequisite: permission of the Department.

Sociology

PROFESSOR LINDER; ASSISTANT PROFESSOR NUGENT; MR. PLOUGH

Courses in this Department should give the students a deeper understanding of human relationships and their products (e.g., institutions, norms, status, roles, personality); should increase his awareness of social problems, his ability to approach them scientifically, and his willingness to assume the responsibilities of a citizen where problems exist; should help him understand human behavior (including his own) as group behavior; and should prepare him for advanced work in sociology or for graduate work in such fields as social work, the ministry, or other vocations where understanding of human relations is essential.

The major must include Sociology 201, 204, 301, 310, and 446.

201. Principles of Sociology

A scientific approach to the analysis of society, culture, and personality, with emphasis upon social interaction. Prerequisite to all other sociology courses except 204.

204. Cultural Anthropology

Comparison of the organization and functioning of various aboriginal and modern cultures of the world, with emphasis upon the processes and products of man's life in groups, including cultural activities, patterns, and artifacts. Cultural effects upon personality and cultural change are given special consideration.

206. Social Problems

Interrelationships between behavior and social disorganization; analysis of assumptions, concepts, hypotheses, and theories dealing with various types of behavior as they deviate from societal norms. Examination of selected social problems.

301. Social Factors and Personality

The role of social and cultural factors in personality development; development of the self; motivation; collective behavior process. A social psychological approach consistent with the sociological principles and based on the symbolic interactionist orientation.

303. Social Work as a Social Institution

Social welfare services in American society; purposes, philosophy, historical developments, structure and functions. Case work given special consideration. Field trips to representative agencies required.

305. Marriage and the Family

The family in American culture, with emphasis upon structure, changing functions, problems of courtship, marriage, and family interaction. Reference to families in other cultures for purpose of perspective.

306. The Community

Structure and function of the community, both rural and urban. The dynamic and related nature of the community: its problems, institutions, organization, forces, and pressures, and its effects upon personalities. (Offered in alternate years.)

308. Readings in Behavioral Sciences

An extended commentary on monographs and articles selected from the fields of anthropology, social psychology, and sociology. Contributions of particular authors and their impact on the growth of sociology. (Offered in alternate years.)

310. Methods of Sociological Study

Basic methods utilized in sociological research, such as the historical, the statistical, the case study, content analysis, the interview, participant observation, and field work. Basic statistical concepts included.

403. Racial and Ethnic Minorities

Minority groups, nature of minority relations, and problems of group adjustment, with special consideration to minority groups in the United States.

404. Criminology and Delinquency

Social processes by which individuals become delinquent or criminal. Problems of crime and delinquency in American society, with special consideration to forms, extent, causes, rehabilitation, and prevention measures.

410. Social and Cultural Change

Theories of social change; analysis of major processes of change; social factors retarding or accelerating change; differential rates of change; examination of selected incidences of social and cultural change.

412. Social Work Field Experience (1/2 unit)

Observational experiences in selected welfare agencies. Prerequisites: Sociology 303 and consent of department chairman.

413. Social Casework Concepts and Problems (1/2 unit)

Participation in a training program sponsored by

the Michigan Department of Social Welfare for its child welfare workers. Prerequisites: Sociology 303 and consent of department chairman.

446. Sociological Theory

Major concepts and theories developed since the mid-nineteenth century, with concentration upon those thinkers whose work is relevant to contemporary sociology. Major theoretical orientation of the present day will be stressed.

449. Independent Study (1/2 unit)

Supervised reading or project in some special area of sociology or anthropology. Prerequisite: five courses in sociology.

450. Independent Study

A senior project, undertaken by sociology majors with the consent of the instructor.

Spanish

ASSOCIATE PROFESSOR KAISER; MR. BARRERA

Course offerings in Spanish address themselves to the assumption that no man is liberally educated unless he comprehends a language other than his own. Such comprehension is desirable at a very basic level: it enables him to communicate in another language. But it is important too in that it acquaints him with a culture different than his own, challenging and developing his capacity to understand and respect the unfamiliar.

In addition to the nine units required in Spanish, it is recommended that English 150-151, one course in European history, and History 354 be taken, and that proficiency be attained in another foreign language. The recommended secondary school teaching minor consists of Spanish

111-112-113; 227 and/or 228; and 333. It is recommended that at least one unit of Spanish literature be included in the minor.

111. Elementary Spanish

Fundamental training in speaking, writing, and reading Spanish. Laboratory exercises form an integral part of the course to promote listening comprehension and oral ability. Five class hours and one required laboratory hour. Open to students entering with no language or one year of high school Spanish.

112-113. Intermediate Spanish

Continuing development of oral competence, listening comprehension, and fluency in reading, through the study of representative works by Spanish and Spanish-American authors. Characteristic aspects of Spanish life, thought, and culture stressed. Laboratory exercises complete the mastery of basic language patterns and active vocabulary. Prerequisite: Spanish 111 or equivalent.

The following courses are conducted in Spanish:

227. Hispanic Civilization

Reading and discussion affording an introduction to geography, history, music, art, and other phases of Hispanic civilization. Prerequisite: Spanish 113.

228. Latin American Civilization

Same as 227, with focus on Latin American countries. Prerequisite: Spanish 113.

333. Advanced Composition and Conversation

For students who wish to increase their command of written and spoken Spanish. A functional review of basic grammar. Special emphasis on improvement of pronunciation and on development of style and precision in expression. Written and oral reports required. Prerequisite: Spanish 227 or 228 or consent of the instructor.

335-336. Introduction to Spanish Literature

The growth of Hispanic life and thought as revealed through masterpieces of Spanish literature from its beginnings to the present day. Prerequisite: Spanish 227, 228 or 333.

337. The Golden Age of Spain

Outstanding works of Spanish literature from the

Renaissance to the end of the 17th century: lyric poetry, drama, novel.

338. Nineteenth Century Spanish Literature

Representative works from the 19th century movements in Spanish literature: romanticism, realism, naturalism.

340. Twentieth Century Spanish Literature

Works representative of the main literary and philosophical movements in Spain during the 20th century: Generation of 1898, vanguardism, Generation of 1927, and contemporary literature.

341. Spanish American Novel and Short Story

Masterpieces of Spanish American novelists and short story writers best interpreting Latin American thought and life.

343. Modern and Contemporary Spanish American Poetry, Essay and Drama

Representative works by Spanish American poets, essayists, and dramatists.

450. Independent Study

Open only to senior majors in Spanish. Opportunity to work in an area not covered by existing courses. Also offers seniors desiring to graduate with Honors in Spanish an opportunity to do work leading to a senior thesis.

Speech and Theater

ASSISTANT PROFESSORS ROBERT SMITH, KATZ

A major in Speech and Theater which emphasized Speech would include courses selected from the following: Speech 123-124, 233, 327, 411, and 419. A major emphasizing Theater would include Speech 123-124, 125, 226, 227, 339-340, 351; English 350: Studies in the Drama.

The teaching minor in Speech and Theater should include Speech 123 or 125, 226, 241, and 327.

111. Fundamentals of Speech (½ unit)

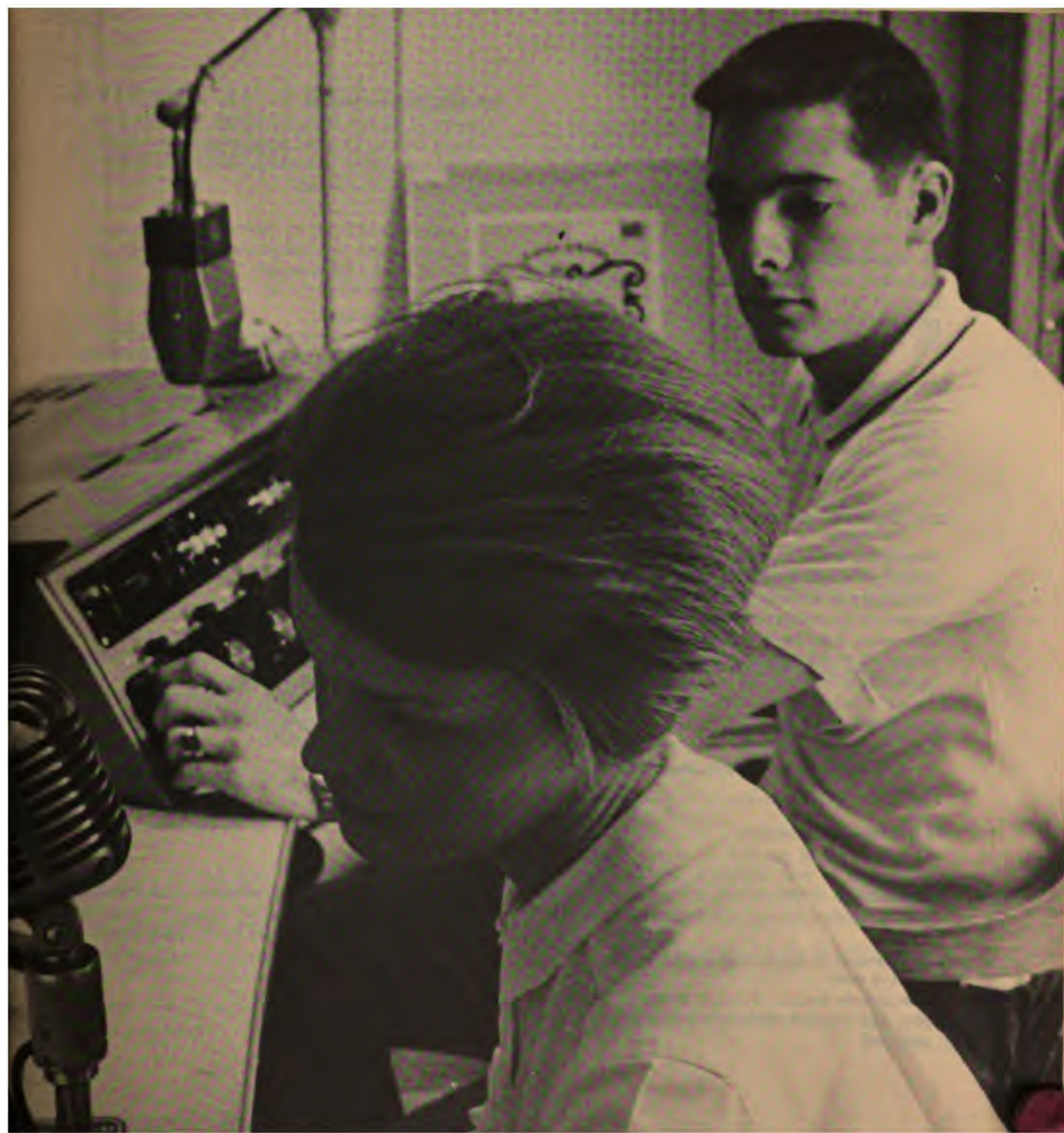
The vocal mechanism, forms and types of speech, stage fright; researching and organizing speeches, with subsequent practice in giving them.

123. Oral Interpretation

The fundamentals of communicating literature — prose, poetry, the drama — to an audience.

124. Advanced Oral Interpretation

Prerequisite: Speech 123 or its equivalent, or consent of the instructor.



125. Acting

Concentration on the fundamental principles of acting: control and discipline of voice, body, and sensibilities. Emphasis on sense memory, pantomime, and theory. Some scenes performed in class.

226. Play Production

Especially valuable for those students planning to teach in high school who might be required to produce class plays, pageants, Christmas plays, etc. Includes work in directing and staging.

227. Advanced Acting

Concentration on characterization. Principles of script analysis and character analysis. Scenes from major works analyzed and performed in class.

233. Group Discussion and Parliamentary Procedure

Principles, methods, and types of discussion; historical antecedents, theory, and practice of parliamentary procedure. Emphasizes the inter-relatedness of the two procedures (i.e., that any group discussion must be accompanied by at least rudiments of parliamentary procedure) and affords opportunity for practice in each.

241. Public Speaking

The study and practice of composing and delivering speeches to inform, to convince, and to actuate.

327. Persuasive Discourse

The theory and practice of argumentation and persuasion in oral discourse. Platform practice and analysis of several major historical speeches. Recommended for students interested in debate.

331. Seminar in Research and Bibliography (1/3 unit)

For speech majors. Textual criticism, bibliography, and research techniques. Published research analyzed.

339-340. Theater History

History of theater from pre-Greek rituals to 20th century drama. Origins, development, and applications of acting, directing, scenery, costume, lighting, and dramaturgy.

349. Independent Study for Juniors

Projects suitable for independent study must be approved by the Department.

351. Radio in Society

A survey of radio, noting its historical antecedents, international scope, and public interest. Educational, commercial, and religious broadcasting examined and evaluated. Practice in various types of broadcasting.

411. Principles of Speech Correction

Organic and functional disorders of speech, with suggested therapy. Attention to the anatomy and physiology of the vocal mechanism as it relates to speech malfunction. Prerequisite: Psychology 121 or consent of the instructor.

419. Principles of Rhetorical Criticism

Historical development of the theory and criticism of rhetoric from the time of the ancient Greeks. Emphasis on reading (in translation) Aristotle, Cicero, Quintilian, Augustine, Fenelon, Alcuin, and Renaissance writers on the classical doctrines of spoken discourse.

449. Independent Study for Seniors

Experience in independent study is required of all senior non-honors majors in the department.

450. Senior Thesis

Students qualifying for graduation with Honors in Speech and Theatre must complete a senior thesis, approved and advised by the department.

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*Stephen S. Nisbet, *LL.D., Fremont, Michigan*

The Rev. John Arthur Visser, *D.D., LL.D., Pastor, Westminster Presbyterian Church, Detroit, Michigan*

Mrs. L. Irving Woolson, *Birmingham, Michigan*

James A. Zinn, *Vice President, National Bank of Detroit, Detroit, Michigan*

Class of 1968

Thomas M. Batchelor, *M.D., Detroit, Michigan*

Carl W. Bonbright, *LL.D., Flint, Michigan*

The Rev. James Chambers, *Pastor, St. Johns Presbyterian Church, Detroit, Michigan*

*Maurice F. Cole, *Oakland County Circuit Court Commissioner, Ferndale, Michigan*

*Graduates of the College

Harold V. Hartger, *Hartger and Willard, Inc., Grand Rapids, Michigan*

Bethel B. Kelley, *Attorney, Cross, Wrock, Miller, Vieson and Kelley, Detroit, Michigan*

Harvey M. Merker, *Sc.D., Eng.D., Detroit, Michigan*

The Rev. John K. Mitchell, *D.D., Pastor, First Presbyterian Church, Dearborn, Michigan*

Robert L. Tyler, *Niles, Michigan*

R. A. Wilcox, *M.D., Wilcox Clinic, Alma, Michigan*

HONORARY TRUSTEES

The Rev. Samuel H. Forrer, *Ph.D., D.D., Lakeland, Florida*

William McFadden, *Alma, Michigan*

*Mrs. Henry H. Soule, *Alma, Michigan*

*Graduate of the College

COMMITTEES OF THE BOARD

Executive:

Chairman, Reid Brazell
Bertram deH. Atwood
Carl W. Bonbright
Walter F. Carey
E. V. Erickson
George A. Jacoby
Dan E. Karn
Bethel B. Kelley
Ben D. Mills
Rex A. Wilcox

Budget and Finance:

Chairman, Walter F. Carey
Lawrence F. Armstrong
Carl W. Bonbright
Roy Fruehauf
Roblee B. Martin
Charles S. McIntyre, Jr.
David L. Van Dusen
John Arthur Visser

Investment:

Chairman, Carl W. Bonbright
William J. Baker
Raymond J. Laude
James A. Zinn

Buildings and Grounds:

Chairman, Dan E. Karn
E. V. Erickson
Herbert Estes
Harold V. Hartger
Robert L. Tyler

Honorary Degrees:

Chairman, Maurice F. Cole
Paul K. Heberlein
Howard Y. McClusky
Stephen S. Nisbet

Educational Policies:

Chairman, Howard Y. McClusky
Bertram deH. Atwood
Thomas M. Batchelor
Mrs. Herbert H. Beck
Ben D. Mills
John K. Mitchell
Kenneth G. Neigh

Personnel Policies:

Chairman, George A. Jacoby
George B. Finch
Theodore M. Greenhoe
Winship A. Todd
Mrs. L. Irving Woolson

Nominating:

Chairman, Harvey M. Merker
James Chambers
Paul K. Heberlein
Herbert Estes

ADMINISTRATION

OFFICERS OF THE ADMINISTRATION

Robert D. Swanson *President*
Harold C. VandenBosch *Vice President*
William Beaty Boyd *Dean of the Faculty*
Stephen Meyer, Jr. *Comptroller and
Assistant Secretary and Treasurer
of the Board of Trustees*
John R. Kimball *Dean of Student Affairs and
Director of Admissions*

MEMBERS OF THE ADMINISTRATION

Charles Goodenow *Detroit Representative*
Guile J. Graham *Director of College and
Community Relations*
Robert Marble *Associate Director of Admissions*
Harlan R. McCall *Director of Placement*
Molly Parrish *Registrar*
Fred W. Smith *Assistant Dean of Student Affairs*
Stuart Strait *Admissions Counselor*
Freda Thomas *Assistant Business Manager*
Esther F. Vreeland *Dean of Women*

THE FACULTY

With the exception of the President, the members of the faculty are listed alphabetically, with the year of appointment given after each name. The appointments and academic rank indicated are for the current academic year, 1964-65.

ROBERT D. SWANSON, President. B.A., Park College; B.D., McCormick Theological Seminary; D.D., James Milliken University. (1956)

JOHN J. AGRIA, Instructor in Political Science. A.B., Kalamazoo College; A.M., University of Chicago. (1963)

RICHARD ALLEN, Assistant Professor of Biology. B.S., Michigan State University; D.V.M., Michigan State University. (1960)

RICHARD ANDERSON, Part-time Assistant Professor of Greek. B.A., Wayne State University; B.D., Bexley Hall, Kenyon College. (1964)

WILLIAM M. ARMSTRONG, Associate Professor of History. A.B., Bradley University; A.M., Louisiana State University; Ph.D., Stanford University. (1961)

GARO S. AZARIAN, Professor of French. B.A., M.A., University of Southern California at Los Angeles; Ph.D., University of Southern California. (1963)

BENJAMIN BARRERA, Instructor in Spanish. B.S., Central Michigan University; M.Ed., Wayne State University. (1962)

MIRIAM BELLVILLE, Assistant Professor of Music. A.B., Eureka College; M.S.M., School of Sacred Music, Union Theological Seminary. (1960)

EDWIN C. BLACKBURN, Associate Professor of History, Chairman of the Department of History. A.B., Hobart College; M.A., Indiana University; Ph.D., University of Michigan. (1963)

WILLIAM BEATY BOYD, Dean of the Faculty, Professor of History. A.B., Presbyterian College, South Carolina; M.A., Emory University; Ph.D., University of Pennsylvania. (1958)

DOUGLAS C. BOWMAN, Assistant Professor of Religion. A.B., Occidental College; B.D., Th.D., San Francisco Theological Seminary. (1964)

WILLIAM CARR, Assistant Professor of Health and Physical Education, Director of Athletics. B.A., Alma College; M.A., University of Michigan. (1957)

ELMER COON, Part-time Instructor in Music. B.M.E., Alma College. (1964)

SAMUEL ROBERT CORNELIUS, Professor of English, Chairman of the Department of English, Speech and Theater. B.A., Maryville College; M.A., Vanderbilt University; Ph.D., University of Pittsburgh. (1957)

J. LOUIS CRANDALL, Part-time Assistant Professor of Psychology. A.B., Asbury College; Th. B., Princeton Theological Seminary; Ed.M., Harvard University. (1965)

JACOB DE YOUNG, Associate Professor of Chemistry. A.B., Hope College; M.S., Ph.D., Wayne State University. (1957)

WESLEY C. DYKSTRA, Professor of Philosophy and Religion, Chairman of the Department of Philosophy and Acting Chairman of the Department of Religion. A.B., Hope College; B.D., Western Theological Seminary, Michigan. (1958)

ARLAN L. EDGAR, Associate Professor of Biology. B.A., Alma College; M.A., M.S., Ph.D., University of Michigan. (1950)

LESTER E. EYER, Professor of Biology, Chairman of the Department of Biology. B.S., Alma College; M.S., University of Michigan; Ph.D., Michigan State University. (1946)

RICHARD M. FULLER, Assistant Professor of Physics. B.A., DePauw University; M.S., University of Minnesota; Ph.D., Michigan State University. (1958)

GUILE J. GRAHAM, Director of College and Community Relations. B.A., Alma College. (1961)

SEDDLEY D. HALL, Associate Professor of Education. B.S., M.E., Ed.D., University of Nebraska. (1963)

ELIZABETH HARTLEY, Assistant Professor of Education. B.S., M.A., Ohio State University. (1958)

MAXINE HAYDEN, Assistant Professor of Health and Physical Education, Chairman of the Department of Health and Physical Education. B.S., Wisconsin State College, LaCrosse; M.S., University of Wisconsin. (1961)

EARL F. HAYWARD, Assistant Professor of French. A.B., Alma College; M.A., University of Michigan. (1960)

GORDON H. HENLEY, Visiting Part-time Professor of Psychology. B.A., M.A., University of Toronto; Ph.D., Ohio State University. (1964)

DAVIDSON L. HEPBURN, Instructor in English. B.A., Florida A. & M. University; M.A., Michigan State University. (1964)

MUSA Y. HUSSAYNI, Professor of Business Administration. B.B.A., M.B.A., American University of Beirut; Ph.D., University of Michigan. (1959)

FRANK H. JACKSON, Associate Professor of Economics, Director of Programs in Foreign Service, Chairman of the Department of Economics. B.S., School of Foreign Service, Georgetown University; M.A., Ph.D., University of Arkansas. (1961)

GUNDA S. KAISER, Associate Professor of Spanish, Chairman of the Department of Modern Languages. B.A., Northwestern University; M.A., Ph.D., University of Wisconsin. (1958)

RONALD O. KAPP, Associate Professor of Biology. B.A., M.S., Ph.D., University of Michigan. (1957)

ALBERT M. KATZ, Assistant Professor of Speech. B.A., Union College; M.A., University of Michigan. (1962)

JOHN R. KIMBALL, Dean of Student Affairs, Professor of Education. B.S., Alma College; M.A., Ed.D., Michigan State University. (1959)

KENT B. KIRBY, Assistant Professor of Art, Curator of the Permanent Collection, Chairman of the Department of Art. A.B., Carleton College; M.A., University of North Dakota. (1962)

FLORENCE A. KIRK, Professor of English. B.A., M.A., University of Saskatchewan; Ph.D., Northwestern University. (1954)

HENRY E. KLUGH, Professor of Psychology, Chairman of the Department of Psychology. A.B., Geneva College; M.S., Ph.D., University of Pittsburgh. (1955)

FREDERICK KNARR, Instructor in Psychology. B.A., DePauw University; M.A., Ph.D., University of Missouri. (1964)

EDWARD L. KOTTICK, Assistant Professor of Music. A.B., New York University; M.A., Tulane University; Ph.D., University of North Carolina. (1962)

DONALD E. LAHMAN, Reference Librarian, Assistant Professor of Library Science. B.S., Michigan State University; B.A., Phillips University; M.A., Michigan State University; A.M.L.S., University of Michigan. (1962)

HARRY M. LANDIS, Professor of Business Administration, Chairman of the Department of Business Administration. B.A., M.A., Wayne State University; C.P.A. (Michigan, Indiana). (1959)

IRENE LINDER, Professor of Sociology, Chairman of the Department of Sociology. B.S., Drake University; M.A., Ph.D., University of Iowa. (1958)

NORMAN LOCKSLEY, Associate Professor of Mathematics. B.S., North Texas State University; M.A., University of Minnesota; M.A.T., Duke University. (1964)

HELEN C. MAC CURDY, Head Librarian, Associate Professor of Library Science. A.B., Alma College; A.B.L.S., A.M.L.S., University of Michigan. (1950)

ROBERT D. MARBLE, Associate Director of Admissions. B.S., Central Michigan University; M.A., Michigan State University. (1960)

HARLAN R. MCCALL, Professor of Education, Director of Placement, Chairman of the Department of Education. A.B., Albion College; A.M., University of Michigan; Ed.D., Michigan State University. (1946)

WILLIAM JAMES MCGILL, JR., Assistant Professor of History. A.B., Trinity College; M.A., Ph.D., Harvard University. (1962)

JOHN MEEDER, Part-time Assistant Professor of Education. B.A., M.A., Michigan State University. (1964)

STEPHEN MEYER, JR., Comptroller, Professor of Business Administration. B.S., Long Island University; M.A., Ed.D., Columbia University. (1952)

ANNIE B. MILLS, Assistant Librarian, Assistant Professor of Library Science. A.B., Philander Smith College; B.S.L.S., Atlanta University; A.M.L.S., University of Michigan. (1959)

***LOUIS R. MINER**, Associate Professor of English. A.B., University of Louisville; A.M., University of Chicago. (1955)

WILLIAM A. MOFFETT, Instructor in History. A.B., Davidson College; M.A., Duke University. (1964)

WALTON B. MYHRUM, Associate Professor of Mathematics. B.A., Concordia College; M.S., University of North Dakota. (1954)

JOHN F. NUGENT, Assistant Professor of Sociology. B.A., Loyola University; M.A., Ph.D., Louisiana State University; M.A., Michigan State University. (1964)

MOLLY PARRISH, Registrar, Professor of Modern Languages. A.B., Alma College; A.M., University of Michigan. (1939)

EUGENE H. PATTISON, Assistant Professor of English. B.A., Alma College; B.D., Harvard Divinity School; M.A., Ph.D., University of Michigan. (1964)

CHARLES J. PING, Associate Professor of Philosophy and Religion. A.B., Southwestern College, Tennessee; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University. (1958)

THOMAS R. PLOUGH, Part-time Instructor in Sociology. B.A., M.A., Michigan State University. (1964)

LAWRENCE C. PORTER, Assistant Professor of English. A.B., A.M., Wayne State University; Ed.D. (English Language and Literature), University of Michigan. (1959)

*On Sabbatical leave, February-June, 1965

HOWARD A. POTTER, Professor of Chemistry, Chairman of the Department of Chemistry. B.S., Alma College; Ph.D., Harvard University. (1946)

HENRY S. ROSENQUIST, Part-time Assistant Professor of Psychology. B.A., M.A., Columbia University; Ph.D., Tulane University. (1964)

PAUL C. RUSSELL, Assistant Professor of Music. B.A., University of British Columbia; M.Mus., D.M.A., University of Michigan. (1961)

CHARLES EDMUND SKINNER, Associate Professor of Chemistry. A.B., Alma College; M.S., University of Michigan. (1946)

ARTHUR L. SMITH, Professor of Health and Physical Education. A.B., Alma College; M.S., University of Idaho. (1956)

FRED W. SMITH, Assistant Dean of Student Affairs. A.B., M.A., Wheaton College. (1963)

ROBERT WAYNE SMITH, Assistant Professor of Speech. A.B., M.A., University of Southern California; Ph.D., University of Wisconsin. (1962)

BARBARA SOUTHWARD, Assistant Professor of Health and Physical Education. B.A., Sargent School, Boston University; M.A., Michigan State University. (1960)

PAUL L. SPLITSTONE, Assistant Professor of Chemistry. B.A., Western Michigan University; Ph.D., Ohio State University. (1963)

PAUL S. STOREY, Assistant Professor of English. B.S., Geneva College; M.A., University of Pittsburgh. (1955)

STUART MARSHALL STRAIT, Admissions Counselor. B.A., Alma College; M.A., Michigan State University. (1964)

ERNEST G. SULLIVAN, Professor of Music, Chairman of the Department of Music. B.M., M.M., Chicago Conservatory of Music; Ph.D., Indiana University. (1953)

SAMUEL L. THORNDIKE, Professor of Mathematics and Astronomy, Chairman of the Department of Astronomy. A.B., Harvard University; Ph.D., University of California. (1954)

LOUIS TOLLER, Professor of Physics, Chairman of the Department of Physics and Acting Chairman of the Department of Mathematics. B.S., Temple University; Ph.D., Duke University. (1959)

HAROLD C. VANDENBOSCH, Vice President. B.A., Western Michigan University; M.A., University of Michigan; Ed.D., Wayne State University. (1955)

CORNELIUS VAN ZWOLL, Associate Professor of German and Russian. B.A., Calvin College; M.A., University of Michigan; Ph.D., Michigan State University. (1963)

ESTHER F. VREELAND, Dean of Women, Professor of Sociology. A.B., Alma College; M.A., University of Michigan. (1952)

JOSEPH G. WALSER, Instructor in Religion. A.B., University of North Carolina; B.D., Union Theological Seminary. (1964)

***ROBERT E. WEGNER**, Associate Professor of English. A.B., Michigan State University; M.A., Ph.D., Western Reserve University. (1957)

DONALD S. WERNER, Part-time Associate Professor of Psychology. B.S., Union College; Ph.D., New York University. (1963)

KENNETH P. WOLFE, Part-time Professor of Health and Physical Education. B.S., Alma College; M.D., University of Michigan. (1964)

*On sabbatical leave, 1964-65

Emeriti

***ROBERT WOOD CLACK**, Professor Emeritus of Mathematics. A.B., Grinnell College; A.M., Grinnell College; Sc.D., Alma College. Ammi W. Wright Professor of Mathematics and Astronomy, 1924-1954; Registrar, 1928-1943. (1924)

MARGARET E. FOLEY, Professor Emeritus of French. A.B., Ohio Wesleyan University; A.M., University of Illinois; Litt.D., Alma College. Professor of Modern Languages, 1926-1963. (1926)

HENRY W. HOWE, Professor Emeritus of History. A.B., Western Michigan University; A.M., University of Michigan; Litt.D., Alma College. Professor of History, 1938-1964. (1938)

ROSS MILLER, Professor Emeritus of Religion. A.B., B.D., M.A., Whittenberg College; M.A., Harvard University; Ph.D., University of Edinburgh, Scotland. Professor of Religion and Dean of Religion, 1952-1958. (1952)

FLORENCE M. STEWARD, Professor Emeritus of Sociology. A.B., Cincinnati University; A.M., Radcliffe College; Litt.D., Alma College. Assistant Professor of English, 1925-1934; Dean of Women, 1925-1939; Professor of Sociology, 1934-1958. (1925)

****LEON LEWIS TYLER**, Professor Emeritus of Education. A.B., Earlham College; LL.B., A.M., University of Michigan; LL.D., Alma College. Professor of Education, 1928-1936. (1928)

*Deceased December 15, 1964

**Deceased January 19, 1965

STANDING COMMITTEES OF THE FACULTY

The President is an ex-officio member of all committees. Other members fall into four categories: appointed by the President, ex-officio, elected by the faculty, and elected by the faculty and/or the Student Council.

Executive Committee

Ex-Officio: Swanson, *Chairman*; Boyd, *Vice Chairman*; VandenBosch; Parrish, *Secretary*; Kimball; Meyer

Elected: Armstrong (1965); Jackson (1965); Blackburn (1966); Toller (1966); Azarian (1967); Thorndike (1967)

Academic Events Committee

Ex-Officio: McCall, *Chairman*; Meyer; Graham; Kirby

Elected: Hayden (1965); Myhrum (1966); Bellville (1967)

Admissions and Academic Standards Committee

Appointed: Linder, *Chairman*

Ex-Officio: Boyd; Parrish, *Secretary*; Kimball; F. Smith; Vreeland

Elected: Splitstone (1965); van Zwoll (1966); Storey (1966); Edgar (1967); A. Smith (1967)

Athletic Committee

Ex-Officio: Skinner, *Chairman*; Hayden

Elected: Kirby (1965); Katz (1966); Hall (1967). Student: W. Pendell

Cultural Affairs Committee

Appointed: Dykstra, *Chairman*

Ex-Officio: Graham; Kimball; Vreeland; Boyd. Students: E. Mosshamer; R. Godfrey

Elected: Russell (1965); Kapp (1965); Hayden (1966); Kirby (1966); Miner/Splitstone (1966); Blackburn (1967); Katz (1967)

Curriculum Committee

Appointed: Hussayni, Potter, Cornelius

Ex-Officio: Boyd, *Chairman*; Parrish, *Secretary*; MacCurdy

Elected: Sullivan (1965); McGill (1966); Fuller (1967); Hall (1967)

Judicial Committee

Appointed: Ping, *Chairman*

Ex-Officio: Kimball; Vreeland

Elected: Fuller (1965); R. Smith (1966); Agria (1967). Students: MacAskill, Arnold, Rickwalt

Religious Affairs Committee

Ex-Officio: College Chaplain, *Chairman*; Sullivan, Dykstra

Elected: Kirk (1965), *Acting Chairman*; Eyer (1966); Lahman (1967). Students: Osburn, Karry.

Student Affairs and Calendar Committee

Appointed: Hayward, *Chairman*

Ex-Officio: Kimball; Vreeland

Elected: Klugh (1965); Southward (1966); DeYoung (1967). Students: Todd, M. MacGregor

Faculty-Trustees Liaison Committee

Elected: Hussayni (1965); Potter (1965); Armstrong (1966); Eyer (1966); Storey, *Chairman* (1966); Edgar (1967); McGill (1967); Ping (1967)

Teacher-Education Committee

Ex-Officio: McCall, *Chairman*; Vreeland; Parrish, *Secretary*; Linder

Elected: Hartley, Barrera

Faculty Marshall:

Harlan McCall

Faculty M.I.A.A. Representative:

Charles Skinner

ADDITIONAL STAFF

Health Service

Kenneth P. Wolfe, *M.D.*
Mrs. John Sears, *R.N.*
Mrs. David Peters, *Resident Assistant*

Student Personnel Staff

Ernest Bruni, *Clinical Psychologist*
Miss Christine Kinkad, *Head Resident, Mary C. Gelston Hall*
James L. Chandler, *Head Resident, Mitchell Hall*
Mrs. Mildred Hall, *Head Resident, Helen Newberry Joy Hall*
Mrs. Thelma Seifert, *Housemother, Sigma Tau Gamma House*
Thomas Plough, *Head Resident, Wright Hall*
Mrs. Hazel Yonkman, *Housemother, Delta Sigma Phi House*
Mrs. Constance Creech, *Housemother, Tau Kappa Epsilon House*

Staff Assistants

Nina Anderson, *Student Financial Aids Secretary*
Irma Angell, *Cashier*
Gayle Bemis, *Cataloguing Clerk, Library*
Doris Duffy, *Secretary to Director of College and Community Relations*
Cay Eldredge, *Faculty Secretary*
Rosemary Fisher, *Bookkeeper*
Mary Garringer, *Secretary to Assistant Dean of Student Affairs*

Janet Grubaugh, *Faculty Secretary*
Joyce Humphrey, *Receptionist*
Marjorie Keon, *Secretary to the President*
Joyce Maxwell, *Secretary to the Dean of the Faculty*
Eloise Miller, *Records Clerk, Registrar's Office*
J. P. B. Montanaro, *Secretary to the Comptroller*
Beatrice Murphy, *Secretary to the Registrar*
Jane Napieralski, *Secretary to the Director of Placement*
Pauline Northrup, *Assistant Bookkeeper*
Marjorie Patterson, *Clerk, Mailing and Printing Department*
Rose Peck, *Secretary, Mailing and Printing Dept.*
June Pinter, *Secretary to the Director of Admissions*
Helen Soule, *Secretary to the Dean of Women*
Edna Stewart, *Secretary to the Vice President*
Jacoba Vandenberg, *Secretary to Director of College and Community Relations*

Maintenance

Joseph Sugar, *Plant Superintendent*
Rolland L. Weatherby, *Supervisor, Mechanical Maintenance*
Ronald Butters, *Supervisor, Electrical Maintenance*
Minnie Corlew, *Supervisor, Housekeeping*

Saga Food Service, Inc.

Kenneth Willson, *Director of Food Services*
Carl Gehres, *Manager, Van Dusen Commons*

RECORD OF THE YEAR

At the seventy-seventh Commencement on May 30, 1964, the following degrees were conferred:

HONORARY DEGREES

Doctor of Laws:

Frank W. Notestein, *President*
Population Council of New York City

John A. Hannah, *President*
Michigan State University, East Lansing, Michigan

Doctor of Divinity:

Thomas W. Kirkman, Jr., *Pastor*
First Presbyterian Church, Royal Oak, Michigan

BACHELOR OF ARTS:

Nancy Jean Allen Findlay, Ohio
 Alexander Allison Amstutz, Jr. Ludington
 Gretchen Mantey Amstutz Caro
 Glen Edward Anderson Detroit
 Paula Sue Baird Port Huron
 Nancy Ellen Berg . . . *summa cum laude* . . . Birch Run
 Richard Lowry Bernhard, Jr. Birmingham
 Charles William Bethea Grosse Pointe
 Betty Joanne Bird Peru, Indiana
 Sue Ann Bleeks Defiance, Ohio
 Charles Henry Bodmer Waterford
 Marjorie May Bremer Munger
 Douglas Bradley Brown Detroit
 Roger Lewis Carothers Garden Grove, California
 Lowell William Clingenpeel Ithaca
 Mary Susan Coleman . . . *summa cum laude* . . . Pontiac
 Donald Prince Collins Allegan
 Bonnie Jean Cook . . . *cum laude* Detroit
 James Dean Cook Middleville
 Edwin Forrest Crook Detroit
 Marvel Gail Daines . . . *summa cum laude* . . . Highland Park
 James Budge Darnell Lake City
 Terrence Harman Davis . . . *summa cum laude* . . . Farmington
 Barbara Ann Pope Dean Jonesville
 Charles Clark Deane Grand Rapids
 Kathryn Maurine DeBruler Libertyville, Illinois
 Mary Gwen Dinges Detroit
 Janet Eunice Doty . . . *magna cum laude* . . . Holly
 Carol Lynn Duncan Walled Lake
 Louis Gregory Economou Saginaw

Gary Elmer Eiler Plymouth
 Diane Dee Elsea . . . *magna cum laude* . . . Alma
 Jane Anne Elsley St. Louis
 El Reta Ann Fair Holt
 John Crist Fellows Allen Park
 Louis George Ferrand, Jr. . . *cum laude* . . . Rockford
 Thomas Lee Fletcher Hubbard Lake
 Robin Dale Fox Lansing
 Sharon Marie Fredrick Pigeon
 Rosemary Sue Frost Northville
 Judith Anne Gabel . . . *summa cum laude* . . . Midland
 Glenda Kay Galovics Saginaw
 Sue Ellen Grandy Crosswell
 Philip Edward Groben Auburn, New York
 Larry Robert Hadsall Birch Run
 Michael Dale Hamilton Farmington
 Klotylda Mary Louise Hartshorn . . . *cum laude* . . . Livonia
 Suann Marie Hecht Fremont
 Daniel Albert Heuschele Alma
 Carol Ann Hutchins Alma
 Laura Jane Huyssen . . . *magna cum laude* . . . Grand Rapids
 Marian Yukie Ige Honolulu, Hawaii
 Michael James Ivan Midland
 Ann Jeffries Manistee
 Lorraine Ann Jessop . . . *cum laude* . . . Holt
 Timothy Charles Johnson . . . *cum laude* . . . Harbor Beach
 John Naylor Kapp Rockford
 Nancy Josephine Kendall . . . *cum laude* . . . Berkley
 Kathryn Elaine Kirkham St. Clair Shores
 Gretchen Lindsay Kuhl Media, Pennsylvania
 Glen Wade Lake Alma
 Jane Elisabeth Lewis Des Plaines, Illinois
 Dwight Everard Lowell II Short Hills, New Jersey
 Sara Lynne Ludy . . . *cum laude* . . . Mt. Clemens
 Margaret Elizabeth Lyon Cleveland, Ohio
 Linda Kay Magness . . . *cum laude* . . . Detroit
 Penelope Ann Maguire Auburn, New York
 William E. Malpass, Jr. East Jordan
 Randy Rader Mason Dearborn
 Thomas Frederick Mayle Livonia
 John Alexander McCormick Bay City
 Glenda Joyce McDaniel Harbor Beach
 Mary Ann McFadden Melvindale
 Gloria Jean McIntyre Birmingham
 Gayle Ann McKenney . . . *cum laude* . . . Roseville
 Malcolm Bruce McLellan East Lansing
 Alan James McVey Alma

Janice Eileen Meier Detroit
 William Shearer Millar Amsterdam, New York
 Raymond Edward Moore Tawas City
 Patricia Ann Moulton Burr Oak
 Albert Vance Mulligan Algonac
 Sandra Claire Myhrum Alma
 Roger Charles Nelson Alma
 Margaret Sarah Niemetta Grosse Pointe
 Marilee Gordon Nieuwsma Detroit
 Robert H. Oleson Farmington
 John Wilson Peace, Sr. Detroit
 Carole Rae Phillips Saginaw
 Barbara Jean Place Grosse Pointe
 Judith Joy Quarters Caro
 Thomas Roy Reynolds Perry
 Connie J. Richards Mancelona
 Jeffry Lynn Rogers Haslett
 Harold David Rowell, Jr. Saginaw
 Judith Ann Ryba *magna cum laude* Saginaw
 John Trescott Sala West Lafayette, Indiana
 Barbara Joan Sanford Auburn, New York
 Ferris LeRoy Saxton Midland
 Joseph E. Shaw, Jr. Edmore
 Sally Jean Simone Hialeah, Florida
 Sue Carole Smith Fremont
 Robert E. Snow, Jr. Marlette
 William Coleman Stewart Watervliet
 Stanley R. Stolz Crystal
 Sally Louise Stough Detroit
 Sara Louise Swanson Alma
 Walter John Teeuwissen *magna cum laude*
 Drayton Plains
 Dennis Reid Thompson *cum laude* Warren
 Richard Lee Tift Reed City
 Robert Conrad Trenz Allen Park
 Edythe Ann Trevithick *cum laude* Flint
 Elry Dale Tuller Detroit
 Haldis Solveig Unstad *cum laude* Alma
 Christopher Lee VanDyke Alma
 Robert Franklin VanEvery Detroit
 Richard Charles Waluk Madison Heights
 Sandra Louise White Alma
 Philip Gordon Wige Detroit
 John Carleton Wilson Grosse Pointe
 Russell A. Woodruff DeWitt

BACHELOR OF SCIENCE:

Robert Douglas Aranosian Dearborn
 Thomas A. Bailey, Jr. *summa cum laude* Dearborn

Robert DeGraff Bogue Lathrup Village
 James Sherwood Boyer *magna cum laude* Midland
 Benjamin A. Burgos Merida, Yucatan, Mexico
 Robert Russell Cook Belding
 Gail Marie Gustafson *magna cum laude* Ferndale
 Harold Cecil Harder *magna cum laude* Lansing
 Dale Kermit Hart St. Johns
 Larry Dee Hendricks Alma
 Robert Thomas Hensel St. Clair Shores
 Jon Matthew Jacobson Mancelona
 Dennis Lee Kellar Detroit
 Richard Earl Kemler Alma
 John Nelson LaRue Saline
 Donald Eric Lentzen Berwyn, Illinois
 Peter Allen Marks *magna cum laude* Saginaw
 Penelope Louise Marshall *cum laude* Middleville
 Rebecca May Norris Lake Villa, Illinois
 Thomas Gerald Pinter Alma
 Thomas James Plowman Perry
 Robert E. Reitz, Jr. *magna cum laude* St. Clair Shores
 Barry Lee Rhinehart Breckenridge
 Robert George Sherman East Jordan
 Donald Hugh Smith Grosse Pointe Woods
 Barbara Troyer Sturgis
 Hendrikus Adrianus VanLunenburg Highland Pk., Ill.
 Barbara Jean Werner Allegan

BACHELOR OF MUSIC EDUCATION:

Donald Douglas Metcalf Fairgrove
 Karen Ann Otwell *cum laude* Fenton

Degrees conferred on September 1, 1964, after additional work:

Phyllis Ann Burdick, B.A. Allegan
 Richard Carlisle Hastings, Jr., B.S., ... Fremont
 Gene Raymond Henderson, B.A. Caseville
 Mark Terry Marino, B.A. Detroit
 John Dennis Munsell, B.A. Alma
 Bernard Patrick Murphy, Jr., B.A. Freeland
 Victor Gordon Scully, Jr., B.A. Allen Park
 Janet Lincoln Stoller, B.A. Detroit

SENIOR CLASS HONORS

Valedictorian Marvel Gail Daines
Salutatorian Thomas Anderson Bailey, Jr.
Barlow Trophy Thomas Anderson Bailey, Jr.

Alumni Association

All persons who have earned credit at Alma College are considered to be members of the Alma College Alumni Association. The Association's purpose is to promote the interests of Alma College, to provide it with annual financial support through the Alumni Fund, and to provide a medium for continued association of alumni with each other and with the College.

Regional alumni meetings, attended by College representatives, are held annually throughout the United States. Each fall, the annual Homecoming week-end brings large numbers of alumni back to the campus to renew their friendships and attend class reunions. All alumni receive a quarterly publication containing news about the College and their classmates.

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780 Plymouth Road, North Muskegon

F. Roy Phillips '14 . . . *Alumni Council Secretary*
445 Yale, Alma

Robert G. Sherman '64 . . . *1964 Class President*
406 Third St., East Jordan

Guile J. Graham *College Representative*

Stuart M. Strait *College Representative*

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John E. Jacobson '33 4839 Weiss Rd., Saginaw

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INDEX

Accreditation	11
Administration	75
Alumni Association	82
Art, Courses in	37-38
Astronomy, Courses in	39
Athletics	33, 35
Attendance	20
Auditing Courses	21
Awards	36
Biology, Courses in	39-42
Board of Trustees	73-74
Business Administration, Courses in	42-43
Calendar	4
Campus Description	12-13
Certification, Teacher	18-19
Chemistry, Courses in	43-44
Classification of Students	22
Clubs	35, 36
Committees, Faculty	78
Comprehensive Examinations	17
Convocations	17
Core Courses	5
Correspondence Work	22
Counseling	27-28
Course Load	22
Dance Activities	32
Degrees Conferred, 1964	80-81
Deposits	24
Dining	30
Dismissal	11, 21
Distributive Requirements	5-6, 15-16
Dormitories	13, 29
Dramatic Activities	32
Economics, Courses in	44-45
Education, Courses in	45-47
Eligibility	21
Employment, Student	27
English, Courses in	48-50
Enrollment Summary	86
Entrance Requirements	15
Examinations	21-22
Faculty	75-77
Fees	23-24
Financial Assistance	25, 26-27, 84-85
Foreign Students	28
Foreign Service, Courses in	50
Forensics	32
Fraternities	35-36
French, Courses in	51
Geology, Courses in	53
German, Courses in	53-54
Grades	20-21
Greek, Courses in	54

Health and Physical Education, Courses in	54-55
Health Service	28, 79
History, Courses in	56-57
Honor Societies	31
Honors Awarded, 1964	81
Housing	29-30
Insurance, Students	24
Interdepartmental Studies	5, 37
Location of College	2
Majors	6, 17
Mathematics, Courses in	57-58
Merrill-Palmer Program	20
Minors, Teaching	18
Music Activities	31-32
Music, Courses in	58-60
Off-Campus Programs	20
Orientation	27
Payment of Charges	24
Philosophy, Courses in	61-62
Physics, Courses in	62-63
Picture Lending Service	29
Placement Service	28
Political Science, Courses in	63, 65
Pre-Professional Curricula	19
Pre-Registration	22
Princeton Language Program	20
Probation	21
Proficiency Requirements	6, 16
Psychology, Courses in	65-66
Publications, Student	32
Reading Program	17
Record Lending Service	29
Registration	22
Religion, Courses in	66-67
Religious Activities	33
Repetition of Courses	21
Residence	
Requirements	17
Halls	29
Application for Room	30
Scholarships	25-26, 83-84
Selective Service	28
Sociology, Courses in	68-69
Sororities	35-36
Spanish, Courses in	69-70
Speech and Theater, Courses in	70, 72
Student Government	31
Student Teaching Supervisors	47-48
Studies in France	20
Studies in Germany, Mexico, and Spain	20
Teacher Certification	18-19
Testing Services	28
"Three-Three" Program	7-8
Tuition	23
Unit Requirements	15
Veterans Administration Forms	28
Withdrawal	22

